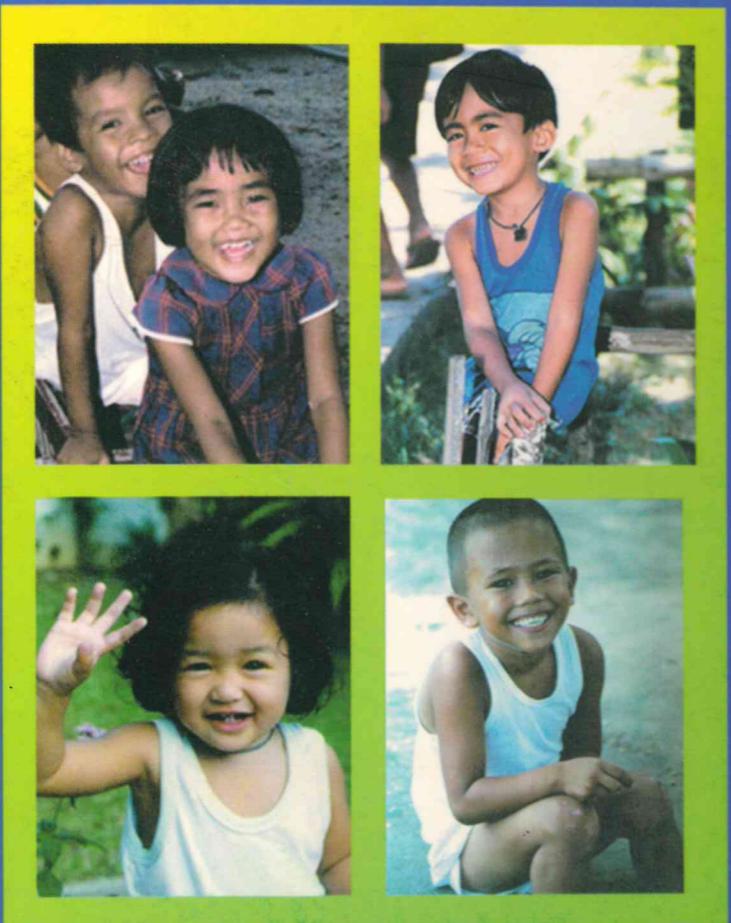


Philippine National Strategic Framework  
for Plan Development For Children, 2000-2025



Child 21

*A Legacy to the Filipino  
Children of the 21st Century*



Council for the Welfare of Children  
Philippines



unicef  
United Nations Children's Fund

Philippine National Strategic Framework  
for Plan Development For Children, 2000-2025

# Child 21

*A Legacy to the Filipino Children of the 21st Century*

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## Acknowledgment

The formulation of **Child 21** underwent a process of multi-sectoral consultation involving luminaries, policy makers, local government workers and officials, program implementors, the academe and children themselves.

The Council for the Welfare of Children would like to extend its gratitude to all those who took part in the consultation process..

We would also like to thank UNICEF and Dr. Terrel Hill who has been supportive of the efforts of completing this document.

More specifically, we wish to give special thanks to Mrs. Lina B. Laigo and Atty. Doreen Dionisio, consultant and technical writer for this document, respectively. Both of them painstakingly put together all the inputs from the consultations towards the finalization of this document.

Our thanks also to Ms. Ines Basaen and Mr. Bing Baguioro who were part of the team during the consultation and drafting stages.

**Council for the Welfare of Children**

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**Foreword**

When the Philippine National Strategic Framework for Plan Development for Children or **Child 21** was being conceptualized, the Council for the Welfare of Children in coordination with UNICEF began reviewing the PPAC experience and lessons as basis.

How we envisioned **Child 21** was quite ambitious and ideal, using the life cycle approach and the CRC as the framework. In fact, the team was not quite sure where to start and how the plan would evolve. It took us two years to complete this document.

For starters, a roundtable discussion among luminaries was conducted to start ideas flowing and to provide some direction. Participation came from the Legislative Branch, the business sector, the academe, government, the religious group, and from the children sector. The drafting of the framework also sought the participation of the indigenous people's group and from the disabled sector. This was the first batch to throw around ideas and provide focus. This activity was then followed by several broadbased regional and sectoral consultations, which have further enriched our insights in writing this document. The children's involvement in our consultations with them has been a big factor in ensuring that this document echoes the voices of the Filipino children.

A significant observation from the consultations was the great concern on the state of our education system, the erosion of values, and the increasing breakdown of the family. But **Child 21** does not have all the answers. It is not a perfect document. However, it contains a lot of information that can be used by the child planners and policy makers.

**Child 21** is meant to be a roadmap, a guide to make plans and programs for children more focused.

*Our goal is a child-sensitive and child-friendly society*, our promise to the children in the 21<sup>st</sup> century.



GLORIA MACAPAGAL-ARROYO

Vice President, Republic of the Philippines  
Secretary, Department of Social Welfare and Development

**Message**

**Child 21**, is a strategic framework that will guide stakeholders in planning interventions to promote and protect the rights of children in the 21<sup>st</sup> century. It dovetails with the Medium-Term Philippine Development Plan, 1999-2004, more popularly known as *Angat Pinoy 2004*, the country's blueprint for growth and development. True enough, the vision, goals, targets and strategies set forth in this document are consistent with those set in *Angat Pinoy 2004*.

**Child 21** advocates not only for a more focused targeting for children but also for interfacing critical interventions at the various stages of a child's development. This is a revolutionary framework for planning for children.

As we enter the 21<sup>st</sup> century, **Child 21** is our banner proclaiming the Philippines as a nation that places children at the top of its agenda of sustainable development.

  
**FELIPE M. MEDALLA**  
 Secretary of Socio-Economic Planning

**Message**

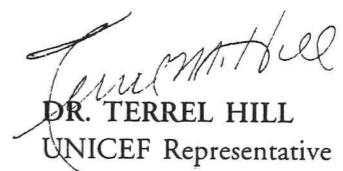
As generations have quietly succeeded each other over the centuries, the aspirations of families, communities and even nations have been to realize a better quality of life, personal fulfillment, and peace and security for the upcoming generation. In short, we hope that our children can enjoy a ~~better~~ life than we have experienced! Unfortunately, such aspirations are often not met and each new generation suffers the same depredations, ill health, ignorance, and malnutrition as the preceding generation. In many parts of the world this pattern has continued for centuries. Poverty and suffering remain the norm. Aspirations do not materialize into progress.

The wise King Solomon advised in Proverbs chapter 29, verse 18, "Where there is no vision, the people perish..."

**Child 21** is perhaps one of the most important policy documents created in the Philippines in a decade because it provides a broadly held vision for the next generation of Filipino children. It offers not only a clear expressed vision, but is complete with goals and objectives which can be achieved in just one generation to ensure that Filipino children born today will be fully prepared to meet their challenges as responsible adults, heads of families and local and national leaders as the nation embraces the new century.

The rights-based life cycle approach lays the foundation for a uniquely Filipino Child-Friendly Movement which guides partnerships between civil society and government that will revolutionize the quality of life of our children as they grow to become the leaders of the Philippines in 2025.

UNICEF is pleased to have participated in the year-long exercise of visioning, goal setting, and establishing a system to implement the aspirations outlined in this key national document. We are grateful to the Vice President and to the Council for the Welfare of Children for providing dynamic leadership in this complex endeavor. We are fully committed to assisting in the implementation of this exciting plan for children through our cooperation with government, NGOs and civil society.

  
**DR. TERREL HILL**  
 UNICEF Representative

**Executive Order No. 310**

MALACANANG  
Manila

**EXECUTIVE ORDER NO. 310****AUTHORIZING THE ADOPTION AND IMPLEMENTATION OF THE PHILIPPINE NATIONAL STRATEGIC FRAMEWORK FOR PLAN DEVELOPMENT FOR CHILDREN, 2000-2025 OR CHILD 21 AND ITS ACCOMPANYING MEDIUM TERM PLAN AND FRAMEWORK**

**WHEREAS**, the Council for the Welfare of Children (CWC) as the highest policy making body for children has the mandate to formulate long range programs for the welfare and best interest of children;

**WHEREAS**, in 1991 the Philippines through the CWC has formulated a national plan known as the Philippine Plan of Action for Children (PPAC) to implement the provisions of the Convention on the Rights of the Child (CRC);

**WHEREAS**, the PPAC gained the support of the government through Proclamation 855 which called upon the CWC to lead in the operationalization of the plan and directed agencies and organizations to support the implementation of the plan;

**WHEREAS**, as a successor plan to the PPAC, CHILD 21, a 25-year strategic framework for planning programs and interventions that promote and safeguard the rights of Filipino children was formulated;

**NOW, THEREFORE, I, JOSEPH EJERCITO ESTRADA**, President of the Republic of the Philippines, by virtue of the powers vested in me by law, do hereby order and direct the following:

**SECTION 1. Adoption of the Strategic Framework.** Child 21 shall be adopted and will serve as the framework for all programs, activities and initiatives for children. Moreover, accompanying Medium Term Development Plans and Sectoral Frameworks that will be within the context of Child 21 such as the Framework for Action Against Commercial Sexual Exploitation of Children shall also be adopted.

**SEC 2. Lead Agency.** The Council for the Welfare of Children shall undertake activities for its dissemination and implementation through its different structures/committees on children at the different levels.

**SEC 3.** The following agencies are hereby directed to integrate Child 21-related programs and activities to their respective yearly budget proposals. They are further directed to have specific performance indicators against their approved budgets.

- a. Department of Social Welfare and Development;
- b. Department of Health;
- c. Department of Education, Culture and Sports;
- d. Department of Labor and Employment;
- e. Department of Justice;
- f. Department of the Interior and Local Government;
- g. Department of Agriculture;
- h. National Economic and Development Authority;
- i. National Nutrition Council; and
- j. National Youth Commission

**SEC 4.** All Local Government Units are hereby enjoined to integrated Child 21 in their Local Development Plans and charging the related programs and activities against their Internal Revenue Allotment (IRA).

**SEC 5. Participation of Civil Society.** Non-Government Organizations, People's Organizations, Children's Organizations, Church-based Organizations and other concerned groups are encouraged to contribute to the achievement of the goals and objectives of Child 21.

The Business Sector is also encouraged to support programs, services and activities for children both of the GOs and NGOs.

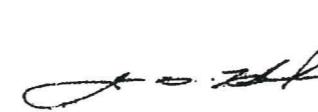
**SEC 6. Department Orders.** All member agencies of the CWC shall issue department orders adopting and implementing programs and projects to achieve the Child 21 goals and targets as indicated in their Sectoral/Agency plans.

**SEC 7.** The sum of Five Million (P5,000,000.00) Pesos is hereby appropriated from the President's Social Fund to defray the expenses of the Council for the Welfare of Children in the implementation of this Executive Order. Thereafter, such sums as may be necessary for this purpose shall be included in the annual General Appropriations Act for the CWC and other concerned agencies.

**SEC 8.** This Executive Order shall take effect immediately.

Done in the City of Manila, this 3<sup>rd</sup> day of November, in the year of our Lord, two thousand.

By the President:

  
RONALDO B. ZAMORA  
Executive Secretary

We, Citizens of the Republic of the Philippines,  
being the parents, care-givers, teachers, social workers,  
health workers & professionals, guardians & protectors,  
community members, concerned children and leaders,  
being of sound mind and body,

hereby declare that:

We recognize that every Filipino child has inherent rights to survival, protection, development, and participation; thus, it is our ardent desire and will that these rights be fully realized by the year 2025;

For this purpose,

We have drawn up a **strategic framework** for Plan Development for Children for Years 2000-2025,

**"Child 21"**

Therefore, in consideration of our love for our children and to ensure a bright future for them, having faith in the Divine Providence that this framework will come into fruition,

We bequeath to them

A vision and a roadmap for a better tomorrow for

**The Filipino Child in the  
21<sup>st</sup> Century**

Done this 27<sup>th</sup> day of October, 2000  
Republic of the Philippines

Children, Parents, Care-Givers, Teachers, Social Workers,  
Health Workers & Professionals, Guardians & Protectors,  
Community Members and Leaders

The Philippine National Strategic Framework for Plan Development for Children or **Child 21** is a strategic framework for planning programs and interventions that promote and safeguard the rights of Filipino children. As a strategic framework, it is not meant to be a comprehensive and detailed plan. Rather, it paints in broad strokes a vision for the quality of life of Filipino children in 2025 and a roadmap to achieve the vision.

- As part of the country's commitment to the progressive implementation of the *UN Convention on the Rights of the Child*, it builds upon the gains of *The Philippine Plan of Action for Children (PPAC) in the 1990s and Beyond* of December 1991 adopted through Proclamation No. 855. It also responds to the call for decisive and urgent actions set forth in the *Bangkok Declaration and Action Agenda* of November 12-14, 1998.
- It pursues the same goals and targets set forth in the country's *Medium-Term Development Plan (1999-2004)* and continues beyond 2004 to pursue a long-term vision of Filipino children through 2025.
- It is a road map for the national government as well as for local government units, private initiatives, and non-governmental organizations in setting priorities for action and in allocating and utilizing resources to promote the rights of Filipino children.
- It provides a rallying point to harness the efforts of various sectors in Philippine society towards an integrated and holistic plan of action to promote and safeguard the rights of children.
- It aims to synchronize family, community, and national efforts towards the full realization of the rights of children by year 2025.
- It follows a life cycle and rights-based approach in appreciating gains in key indicators.
- The new plan is also expected to address the concerns of children of indigenous peoples, in various circumstances of disability, in situations of armed conflict, pregnant adolescents and children in conflict with the law – who were not given sufficient attention previously.

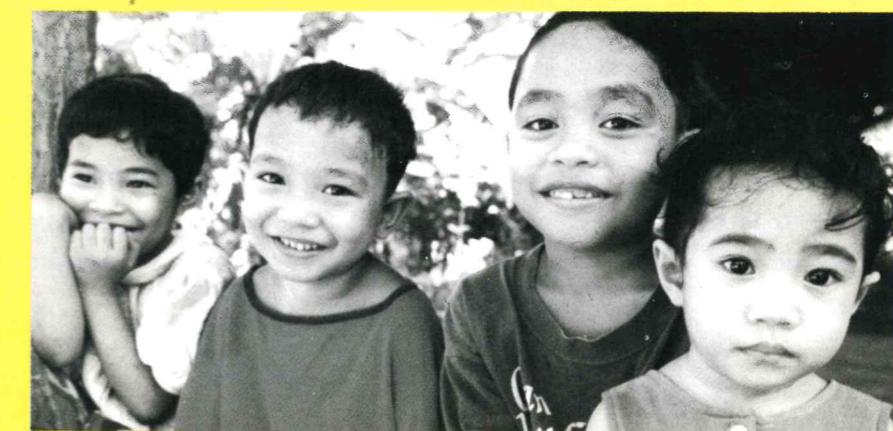
- It includes separate documents for the health and education sectors, which discuss more thoroughly the strategic plans for the first quarter of this millennium.

The *Convention on the Rights of the Child* adopted in November 20, 1989 by the United Nations General Assembly, stresses the rights of children on survival, protection, development, and participation in governance.

The Convention entered into force on September 2, 1990. The Philippines became the 31<sup>st</sup> State to ratify the Convention on July 26, 1990 by virtue of Senate Resolution No. 109.

Thus, the *Convention on the Rights of Children* forms part of the law of the land. In the *World Summit for Children* of 1990, the Philippines adopted specific goals for children which resulted in the adoption in December 1991 of the *Philippine Plan of Action for Children (PPAC) in the 1990s and Beyond* through Proclamation No. 855.

On November 12-14, 1998, delegations of government leaders and international organizations convened in Bangkok, Thailand to review the progress towards achieving the goals agreed upon in the 1990 World Summit for Children. The result was a call for decisive and urgent actions in specific areas of child survival, protection, development and participation.



The child we care for today will care for the nation tomorrow.

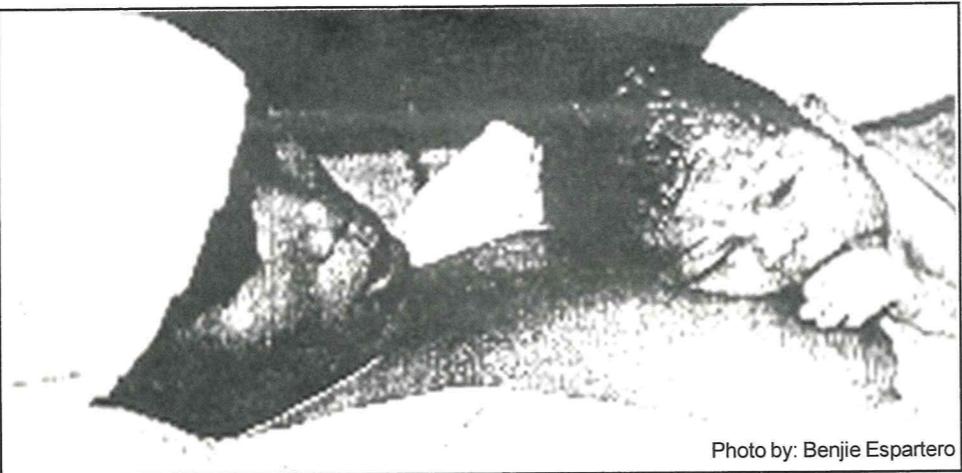


Photo by: Benjie Espartero

The Philippines' very own symbolic six billionth baby of the world, baby Lorizze marks a milestone in history and serves to remind one and all about the intricate interrelationship between population, development, resources and the quality of human life on earth.

#### The 6 Billionth Baby

Lorizze Mae Guevara was born at midnight, around 12:06 a.m. on October 12, 1999 at the Dr. Jose Fabella Memorial Hospital. For the Philippines, her birth symbolizes that the global population has reached the 6 billionth mark. The Philippines which ranks 14<sup>th</sup> in the world population has contributed some 75 million Filipinos to the global population.<sup>1</sup> At the current growth rate of 2.32% the number of Filipinos is expected to double in less than 30 years.<sup>2</sup> The Philippine population will mushroom to more than 150 million by year 2025. Lorizze Mae and her generation of children will make up a good part of this number.

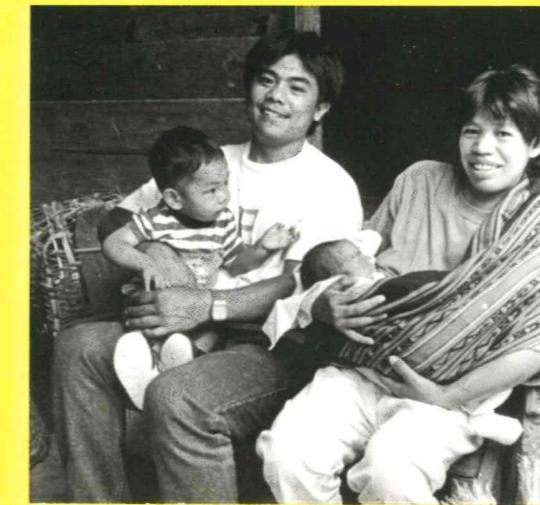
**Child 21** is about Lorizze Mae and her generation. It paints a vision of the kind of life we want them to have in the 21<sup>st</sup> century and what we need to do now to ensure that they get it. Ultimately, it is about the kind of nation we would like to have in this millennium.

<sup>1</sup> Population Commission, 1995

<sup>2</sup> ibid.

#### Our vision is that by 2025, every Filipino child will be –

- Born healthy and well, with an inherent right to life, endowed with human dignity;
- Happy, loved, and nurtured by a strong, stable and God-loving family;
- Living in a peaceful, progressive, gender-fair, and child-friendly society;
- Growing safe in a healthy environment and ecology;
- Free and protected by a responsive and enabling government;
- Reaching her (his) full potential with the right opportunities and accessible resources;
- Imbued with Filipino values steeped in her (his) indigenous cultural heritage.
- Assertive of her (his) rights as well as those of others;
- Actively participating in decision-making and governance, in harmony and in solidarity with others, in sustaining the Filipino nation.



**Our Vision is Based on the Child's Rights  
Throughout the LifeCycle**

The State recognizes that full realization of the child's rights is necessary for the long-term development of the nation. It is also committed to the progressive implementation of the *UN Convention on the Rights of the Child*.

For this purpose, a common classification has been adopted that can apply across all sectors in order to better observe the interplay of factors in the child's life cycle. A life cycle framework provides a more holistic view of the child and consequently allows an integrated strategy that responds to gaps identified in the previous plan based on key indicators.

Life Cycle	Description	Child's Rights
Throughout the life cycle	Parental care/support, caring/nurturing family environment	<ul style="list-style-type: none"> <li>• To have adequate nourishment</li> <li>• To have access to safe water and sanitation</li> <li>• To have a clean and safe home and community environment</li> <li>• To be safe from hazardous conditions</li> <li>• To be safe from any form of violence, abuse and exploitation</li> <li>• To be provided with parental care and support</li> </ul>
Pre-natal period (Unborn)	The period of conception lasting approximately 9 months. A single cell develops into a complex organism with a complete brain and behavioral capabilities. Mother's nourishment, health, well-being (physical, emotional, psychological), and safety directly affect the unborn child. Brain development is affected by the mother's nutrition.	<ul style="list-style-type: none"> <li>• To be carried to term with the proper nutrition and have normal fetal development in the womb of a healthy and properly nourished mother.</li> <li>• To be born healthy, well, and wanted.</li> </ul>

Life Cycle	Description	Child's Rights
Infancy (0-2 Years)	From birth to about 24 months. The child is dependent on parents especially the mother for love, nutrition, and stimulation. A loving, nurturing and supportive parents are needed for survival and development of the child.	<ul style="list-style-type: none"> <li>• To be registered at birth.</li> <li>• To be exclusively breast-fed immediately after birth.</li> <li>• To receive complete and timely immunization from common childhood diseases.</li> <li>• To be provided with parental care and support</li> </ul>
Early Childhood (3-5 years)	Child explores the environment of the home and develops interpersonal and socialization skills; psycho-motor development occurs. Parents and other care givers enrich the child's world.	<ul style="list-style-type: none"> <li>• To experience early childhood care and stimulation for development.</li> <li>• To avail of free micro-nutrient supplement.</li> </ul>
Childhood (6-12 years)	Change from home to school influences the child's perspective and contributes to their development. Schools redirect behavioral patterns through the preferences of teachers and institution's culture.	<ul style="list-style-type: none"> <li>• To receive free and compulsory elementary education.</li> <li>• To avail of open and flexible learning systems.</li> <li>• To participate in quality and relevant education that is appropriate to the child's development stage and evolving capacity.</li> </ul>
Adolescence (13-17 years)	A period of transition and rapid physical changes. The pursuit of independence and identity are pre-eminent. More and more time is spent outside the family; increased peer influence.	<ul style="list-style-type: none"> <li>• To receive free secondary education.</li> <li>• To further avail of open and flexible learning systems.</li> <li>• To further participate in quality and relevant education appropriate to the child's development stage and evolving capacity.</li> <li>• To participate in the development process.</li> </ul>

## Policy and Legal Environment

The political environment has been largely favorable for children's rights. The rights of families and children have long been recognized by the State beginning in the 1935 Constitution and affirmed in the 1987 Constitution.

In pursuit of the constitutional mandate, laws have been enacted that aim to strengthen families and children and protect their rights. However, existing mechanisms for their enforcement remain weak.

### Article XV Philippine Constitution

**Section 1.** The State recognizes the Filipino family as the foundation of the nation. Accordingly, it shall strengthen its solidarity and actively promote its total development.

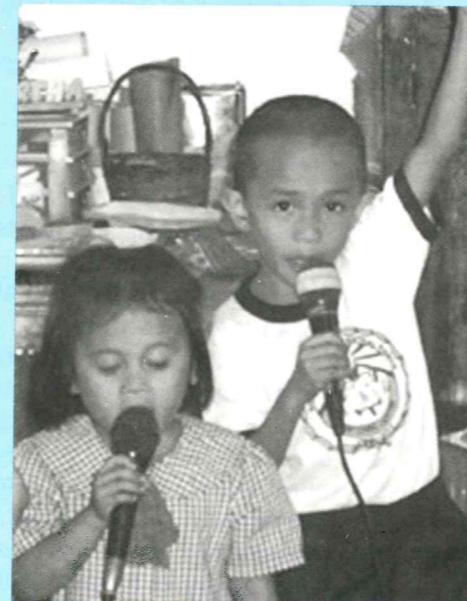
**Section 3.** The State shall defend:

- (1) The right of spouses to found a family in accordance with their religious convictions and the demands of responsible parenthood;
- (2) The right of children to assistance, including proper care and nutrition, special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development;
- (3) The right of the family to a living wage and income; and
- (4) The rights of families or family associations to participate in the planning and implementation of policies and programs that affect them.

### Article VIII

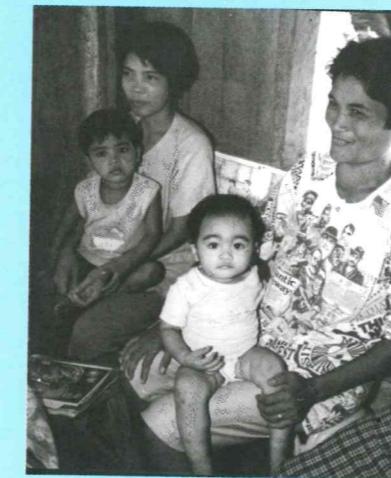
#### The Child and Youth Welfare Code

In all questions regarding the care, custody, education and property of the child; **his/her welfare shall be the paramount consideration.**



### Laws that Strengthen Families and Safeguard Children's Rights

The Child & Youth Welfare Code of 1974 (PD 603) defines the rights of children and provides corresponding sanctions when these rights are violated. Local governments are enjoined to organize Local Councils for the Protection of Children that will draw up and implement programs for child welfare and development.



also pursues the fundamental principle of equality between men and women, marriage and family relations within the context of Filipino values and tradition are strengthened. The Code also addresses the needs of abandoned and neglected children through alternative family arrangements. It contains provisions on local adoption, which was later amended by the Local Adoption Act of 1998 (RA 8552).

In cases of foreign adoption, safety nets are provided in the Inter-Country Adoption Law (RA 8043) to protect Filipino children from adoption for the purpose of commercial sexual exploitation.

The Family Courts Act of 1997 (RA 8369) established family courts in provinces and cities and gives them exclusive jurisdiction over child and family cases.

#### Right to a Name, Nationality and Identity

Proclamation No. 326 of 1994 declared as national policy the free registration of births, deaths, marriages, and foundlings. Administrative Order No. 2, series of 1993 established a civil registration system for Muslim Filipinos in acknowledgment of Islamic traditions.

Proclamation No. 326 of 1994 declared as national policy the free registration of births, deaths, marriages, and foundlings. Administrative Order No. 2, series of 1993 established a civil registration system for Muslim Filipinos in acknowledgment of Islamic traditions.

**Existing laws suffer from weak enforcement**

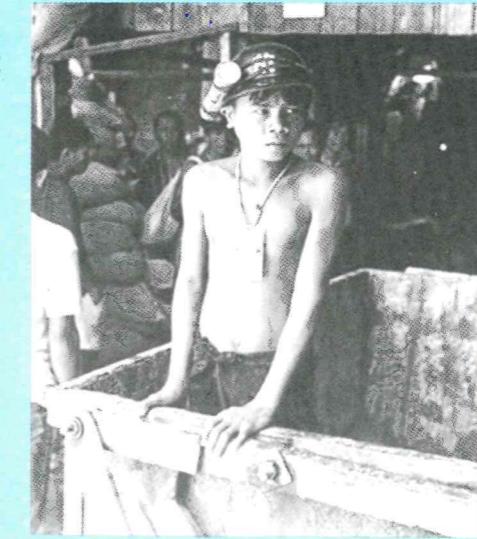
This is due in part to the hidden nature of abusive and exploitative practices against children and the lack of political will. Another reason is the lack of resources to implement certain provisions of the laws especially at the local level. Local government units are not well versed or sufficiently informed about the existing legal provisions protecting the rights of children thus, lacking sensitivity to the needs of children.

There is also a need to review the implementation of existing laws in order to identify gaps, weaknesses and obstacles to effective enforcement.



**Right to Protection**

Republic Act 7610, as amended, of 1992 is a landmark legislation that seeks to protect children against all forms of abuse, exploitation, discrimination, and other conditions prejudicial to their development. Employment of children under 15 years old has been amended by Republic Act No. 7658 which now prohibits employment of children below 15 years old unless under the direct supervision of their parents and in non-hazardous occupations. The ratification of ILO Convention 138 limits employment of minors to 15 years and above.



Executive Order No. 275 of 1995 created the Special Committee for the Protection of Children to follow-through with child abuse cases filed in court and to look into conditions prejudicial to the growth and development of children.

Republic Act No. 7659 imposes the Death Penalty on Certain Heinous Crimes in instances of Kidnapping or Rape. The Revised Penal Code of the Philippines penalizes kidnapping and failure to return a minor (Art. 271); inducing a minor to abandon his/her home (Art. 271); corruption of minors (Art. 272); white slave trade prostitution (Art. 341); rape (Art. 335) and Acts of lasciviousness (Art. 336).

The Magna Carta for Disabled Persons of 1993 (RA 7277) guarantees the right of every Filipino citizen including children with disabilities to access services on health and rehabilitation, education, training, and preparation for employment opportunities.

The Indigenous Peoples Rights Act of 1997 (RA 8371) recognizes the vital role of children of indigenous peoples in nation-building and supports mechanisms to protect their rights. Specifically, it addresses the emerging problem of child-recruitment in rebel-infested areas of the Philippines.

**Right to Health and Nutrition**

The Milk Code of 1986 (Executive Order 51) provides for safe and adequate nutrition of infants through breastfeeding and ensuring the proper use of breast milk substitute and supplements.

The Rooming-in and Breast-feeding Act of 1992 requires both private and public health institutions to create an environment where physical and psychological needs of mothers and infants are satisfied. To address iodine deficiency disorders of children, the Act for Salt Iodization Nationwide of 1995 (RA 8172) mandates the iodination of all food-grade salt for human and animal consumption.

RA 7884 provides for the use of locally produced milk for feeding programs for children. Presidential Proclamation No. 6 commits the Philippines to Universal Child Immunization Goal by year 1990 while Presidential Proclamation No. 46 reaffirms the commitment to Universal Child Immunization and Mother Immunization Goal and Launched the Polio Eradication Project.

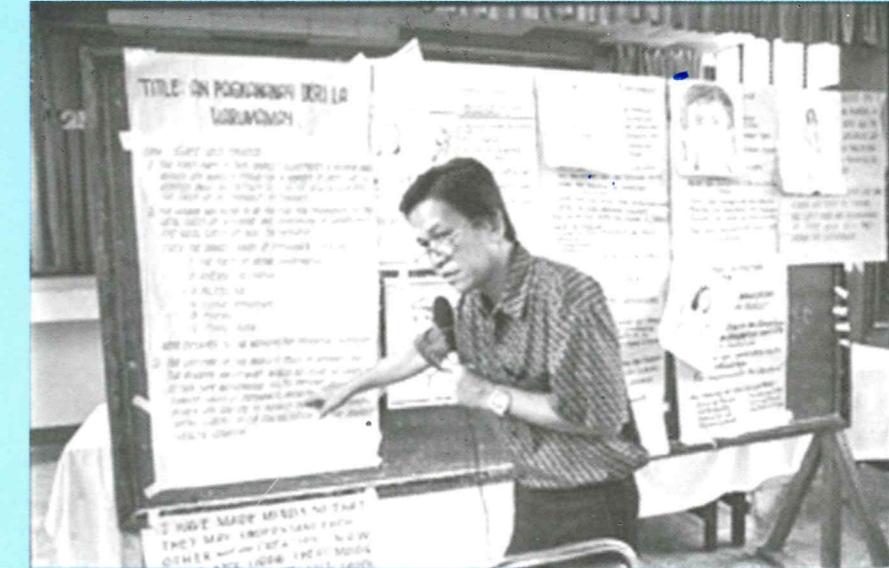
Republic Act 7846 (1994) requires compulsory immunization against hepatitis B for infants and children below eight years old.

**Right to Education**

Early Childhood Care and Development is provided in the Day Care Law of 1990 (RA 6972) which mandates the establishment of a day care center in every barangay to provide children with a total development and protection program.

Elementary education is complemented by the provision of free high school education by virtue of the Public Secondary Education Act of 1998 (RA 6655).

Republic Act No. 7624 of 1992 mandates the integration of drug prevention and control in the curriculum of primary and secondary levels as well as in non-formal, informal and indigenous learning systems.

**A monitoring mechanism needs to be developed to ensure effective enforcement of laws**

Existing laws are best given expression with a unified, consistent and simple monitoring system to ensure their implementation.

Local governments being as they are nearest to children and their families would be in the best position to implement such a mechanism through the *Barangay Council for the Protection of Children* which still needs to be organized in some areas and strengthened in others.

**Right to Participation**

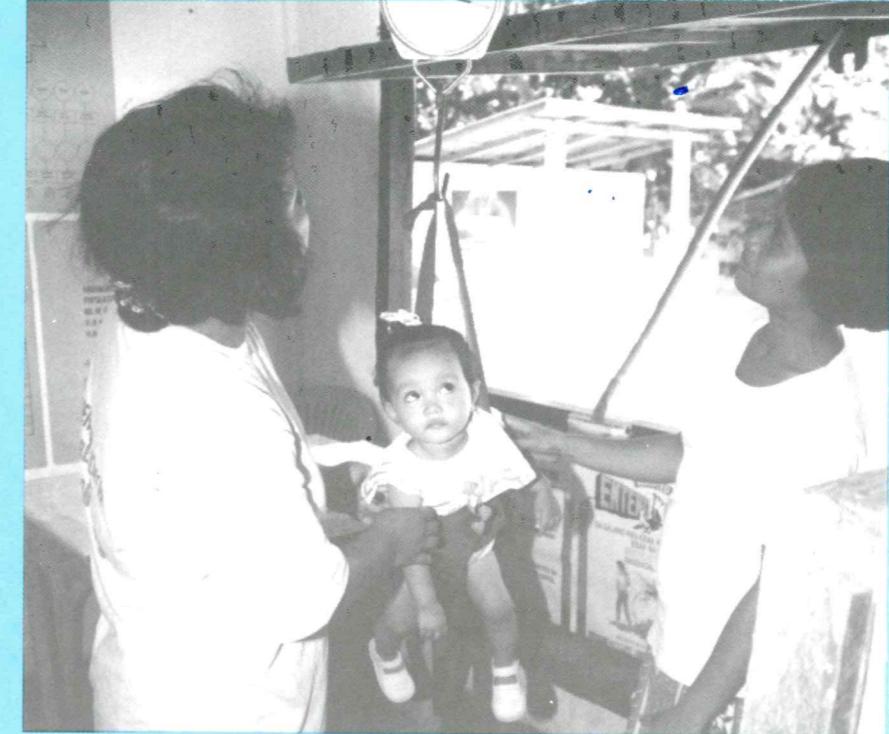
Republic Act 8425 recognizes participation rights of children by including children in the fourteen (14) basic sectors of the National Anti-Poverty Commission and having a child commissioner.

Republic Act 8296 signed in 1997 declaring the second Sunday of December as National Children's Day of Broadcasting in recognition of children's rights to freedom of thought and expression. Under the law, television and radio stations nationwide shall allocate a minimum of three hours airtime to children.

The Children's Television Act of 1997 (RA 8370) addresses rights of children to access appropriate information and also creates a National Council for Children's Television to develop a comprehensive media plan for children and promote high quality local programs.

Significant laws have been passed and in areas where local governments have been more child-friendly than others, local ordinances have been issued. Davao City and General Santos City for instance have their own version of the Child and Youth Welfare Code. A Naga City Council ordinance exempted children of indigent families in the city/municipality from late birth registration fee imposed by the office of the civil registrar. In Tuba, Benguet an ordinance prohibits the employment and allowing of children below eighteen (18) years old to handle pesticides, insecticides and other toxic agricultural and industrial products. Several local government units have adopted ordinances related to the implementation of the ASIN Law.

Pursuant to existing laws, many programs and services for children are already being implemented which are center-based and community-based. Efforts are also being made to adopt a total family and gender-sensitive approach. Both government and NGOs are active partners in planning, developing and implementing programs for children. However, there are still inefficient and ineffective implementation of most of these laws for reasons already stated.

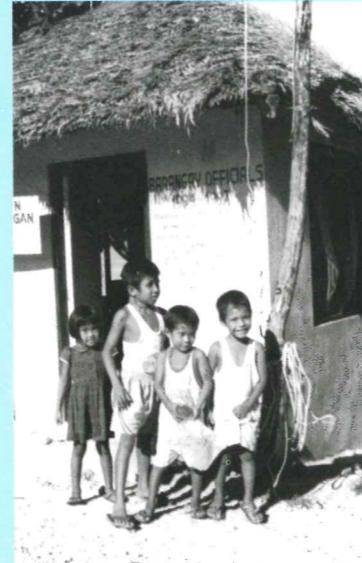



**Both government and civil society are engaged in consciousness-raising efforts and actively lobby for the passage of pending bills in Congress related to:**

- food fortification with micro-nutrients
- modernization of school health and nutrition program
- institutionalization of pre-school and kindergarten education
- promulgation of a comprehensive and integrated early childhood care and development
- the establishment of a comprehensive juvenile justice system
- regulating violent scenes in television and movies
- protection of children against the most intolerable forms of child labor
- strengthening of RA 7610 to include pedophilia and incestuous acts

**International Conventions and Agreements** provide added safeguards to child rights. Moreover, bilateral agreements have made possible the protection of children beyond national borders. These include:

- Bangkok Declaration and Action Agenda for Children and Development: Towards the Y2000 and Beyond;
- Stockholm Agenda Against Commercial Sexual Exploitation of Children;
- Oslo Agenda Against Child Labor;
- Beijing Platform of Action for Women and the Girl Child;
- Hague Convention on the Protection of Children and Cooperation in Respect of Inter-country Adoption;
- World Declaration and Global Plan of Action for Nutrition;
- United Nations Standards on Juvenile Justice: Guidelines for the Prevention of Juvenile Delinquency (Riyadh Guidelines); Standard Minimum Rules for the Administration of Juvenile Justice (Beijing Rules); Rules for the Protection of Juveniles Deprived of their Liberty;
- Asian Declaration on Child Rights and the Media;
- ILO Convention No. 138 Concerning the Minimum Age for Admission to Employment.



### Progress in the 1990's: The Philippine Plan of Action for Children (PPAC)

The Philippine Plan of Action for Children of 1991 or PPAC was a holistic and integrated plan that promotes the rights of the Filipino child.

Using the *UN Convention on the Rights of the Child* as its framework, it addressed certain rights seen to be the most pressing priorities at that time.



The Plan was prepared in consultation with multi-sectoral groups by the *Council for the Welfare of Children* which is the primary agency in the country tasked to coordinate the implementation of the UN Convention on the Rights of the Child.

During the last decade, PPAC has produced significant gains for Filipino children and mothers in some key indicators. This could be attributed to the more successful programs, services and initiatives for children addressing the goals of PPAC. These include among others the *Araw ng Sangkap Pinoy* (ASAP) initiative, National Immunization Program, the Mother and Baby Friendly and Food Fortification initiatives as support to the health and nutrition goals of the Plan. Other program interventions include the creation of the children's desks in several police stations nationwide, the Parent Effectiveness Seminars, and establishment of day care centers in support of RA 6972. One of the more significant gains in PPAC implementation is the organization of sub-committees for the welfare of children at the sub-national and local levels that serve as oversight bodies for the promotion of the PPAC goals. Support of foreign funding agencies contributed to the improvement of the situation of children in some areas of concern.

## Lessons Learned from PPAC Implementation

Results of PPAC implementation reviews revealed that the real and big challenge lies on the extent to which the stakeholders appreciated and shared the vision enshrined in the Plan. The **need to ensure the participation of the stakeholders and key players including children** as ultimate beneficiaries of the Plan, **in all facets of plan and program development and implementation** should be paramount. This would help promote Plan ownership.

Strategizing for plan and program development and implementation for children needs a firm base. A **clear, real and area-based picture of the situation of children needs to be established specifically setting baseline data** that will serve as springboard for policy and program action. Such baseline data would also facilitate the **identification of relevant indicators and the development of a standard monitoring system** that will serve as measures to determine whether the programs are making an impact on the situation and lives of the Filipino children.

The achievement and realization of the goals for children set in the Plan rests on the deliberate effort **to continuously advocate for children's rights to be given top priority by national and local leadership**. It is important to ensure their commitment and support in the pursuit of the over-all vision as these are much needed to spark off the consolidation of efforts from other key players. Essentially, a strong and action driven **advocacy to the local government units is needed** to ensure local plan implementation and sustainability. Being the government unit closest to children and their families, local government units are the primary movers in the delivery of basic social services.

## Maternal Mortality

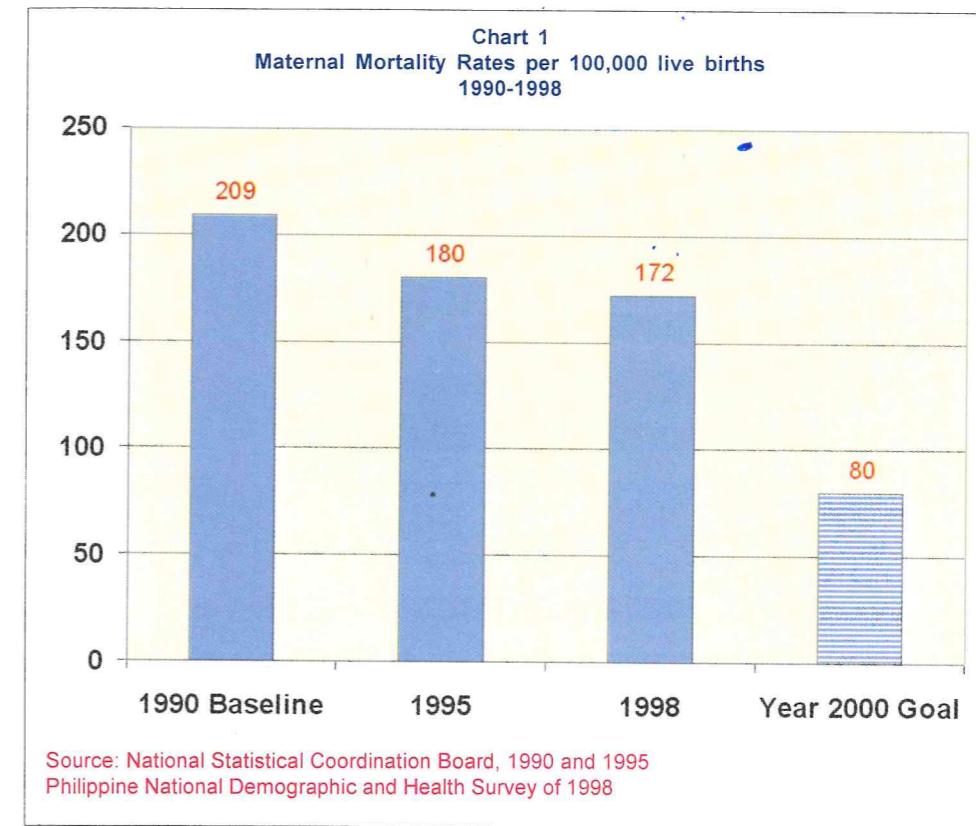


Chart 1 shows some improvement from the 1990 baseline of 209 per 100,000 live births to 172 per 100,000 live births in 1998. This is still a long way however, from the Year-2000 goal of 80 per 100,000 live births.

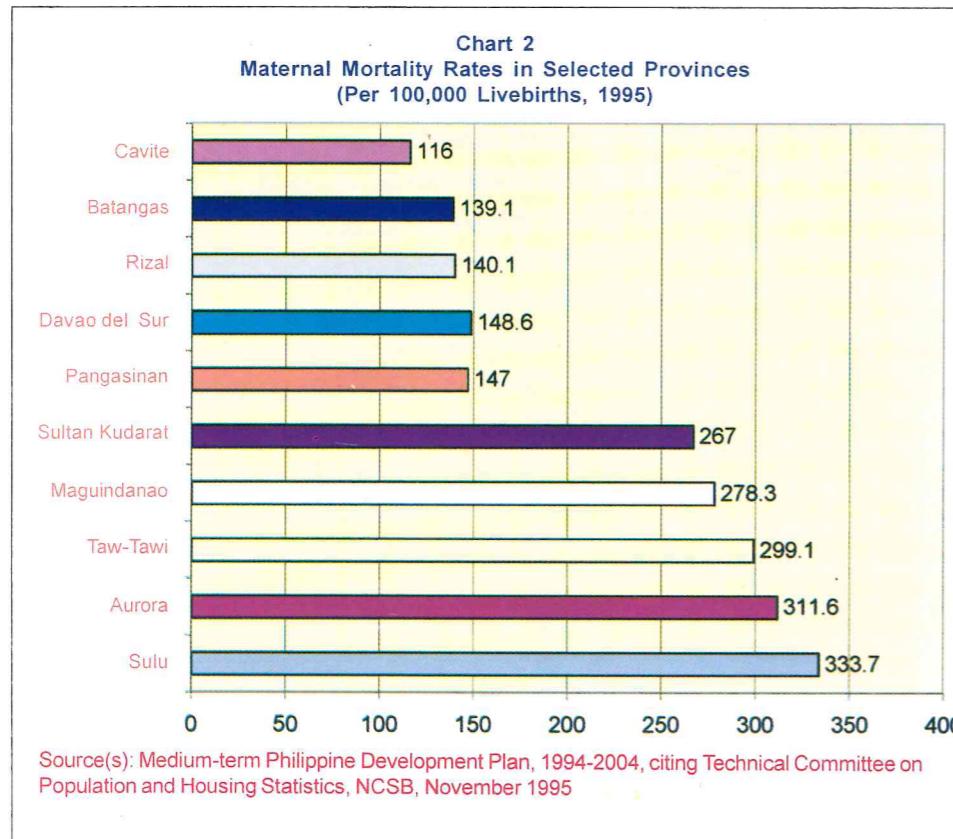


Chart 2 shows that in areas where maternal access to primary health care is limited by geography or political conflict, mothers have double risk of dying during childbirth as compared to mothers in areas where health care is more available.

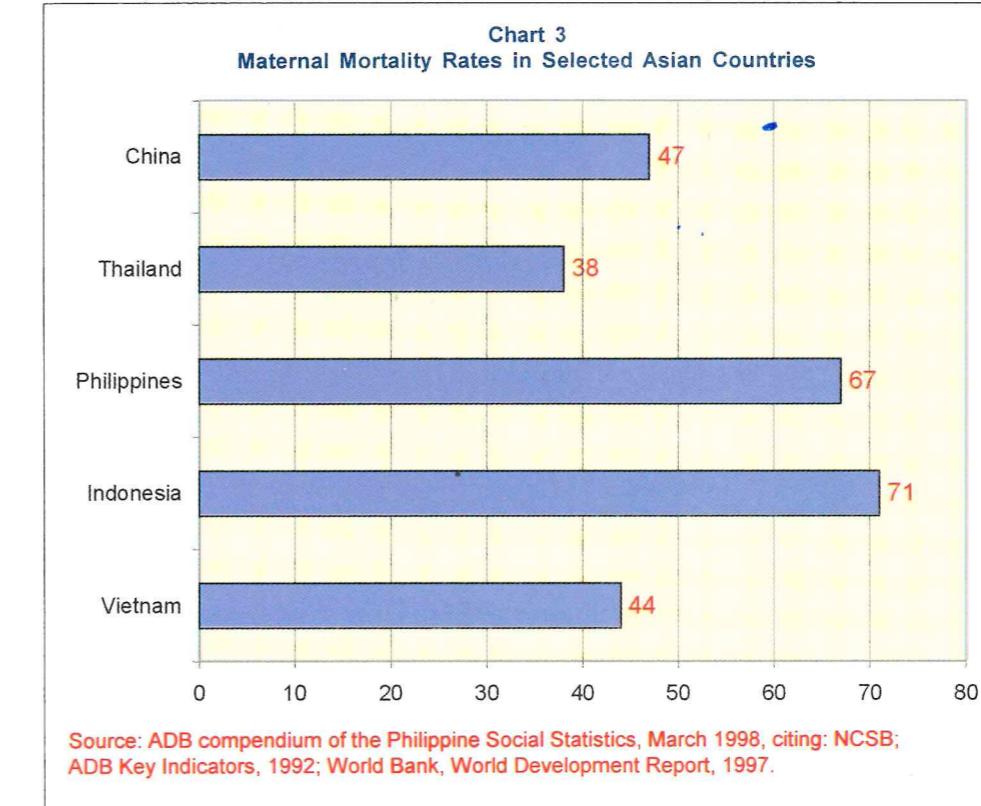


Chart 3 shows a comparative picture among Asian countries indicating the Philippines lagging behind China and Thailand.

Note: MMR, IMR and UMR goals are based on PPAC goals

**Teenage pregnancy is a contributing factor** to high maternal mortality rate. It poses a high risk to the child's survival and development – both for the adolescent mother and the unborn child in her womb.

- Most teenage pregnancies occur between the ages of 15 and 17 years old.
- One in 25 adolescent females has a child before age 18.
- Adolescent pregnancy increases maternal and fetal complications.
- Fetal mortality rate for teenage pregnancies is 1.2 to 1.6 times higher than those of mothers between 24 to 34 years old.
- There is greater risk of premature births, low birth weight, in-born defects, mental retardation, and blindness.

Source: 1995 Situation Analysis, Plan International Phils.

**Maternal malnutrition is a major factor** affecting the unborn child's chances for survival and normal fetal development. Even if the child is born alive, (s)he will carry the long-term consequences of her(his) mother's poor health and malnutrition throughout the life cycle. Maternal malnutrition is ultimately debilitating to the child. Developing fetuses, women before and during pregnancy and while breast-feeding, children up to three years old, are among the most vulnerable to malnutrition.

Maternal malnutrition has lifetime consequences for the child.



## Infant Mortality

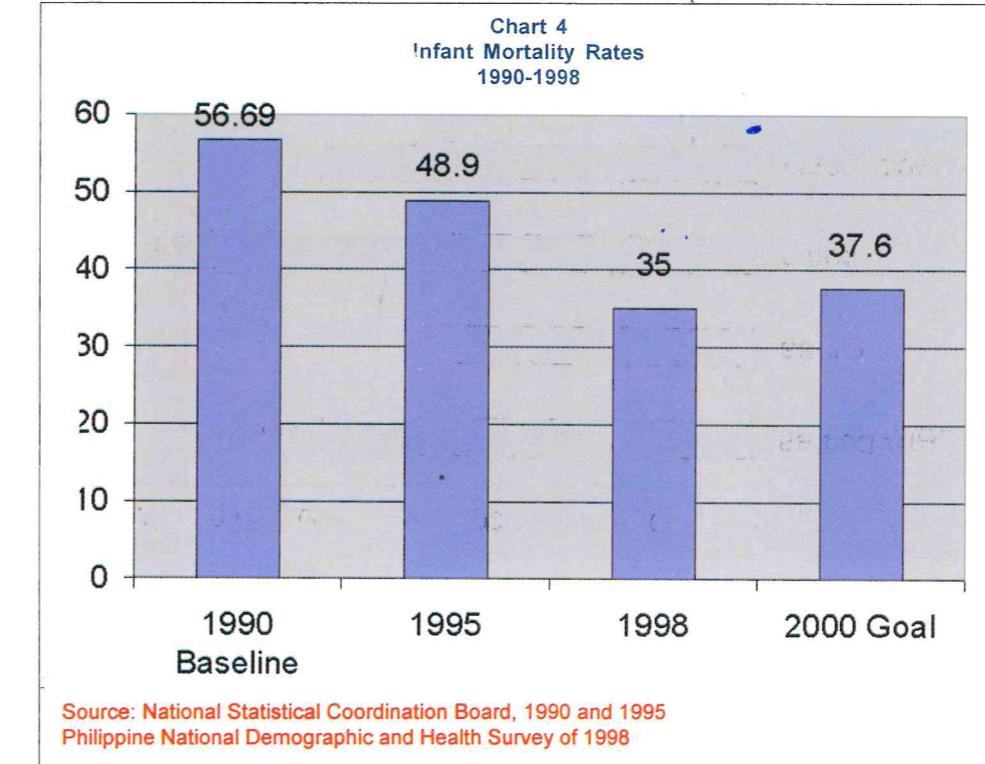


Chart 4 indicates that government efforts have paid off in reducing the IMR from 56.69 in 1990 to 35 in 1998, exceeding the Year-2000 goal of 37.6 per 1,000 live births.

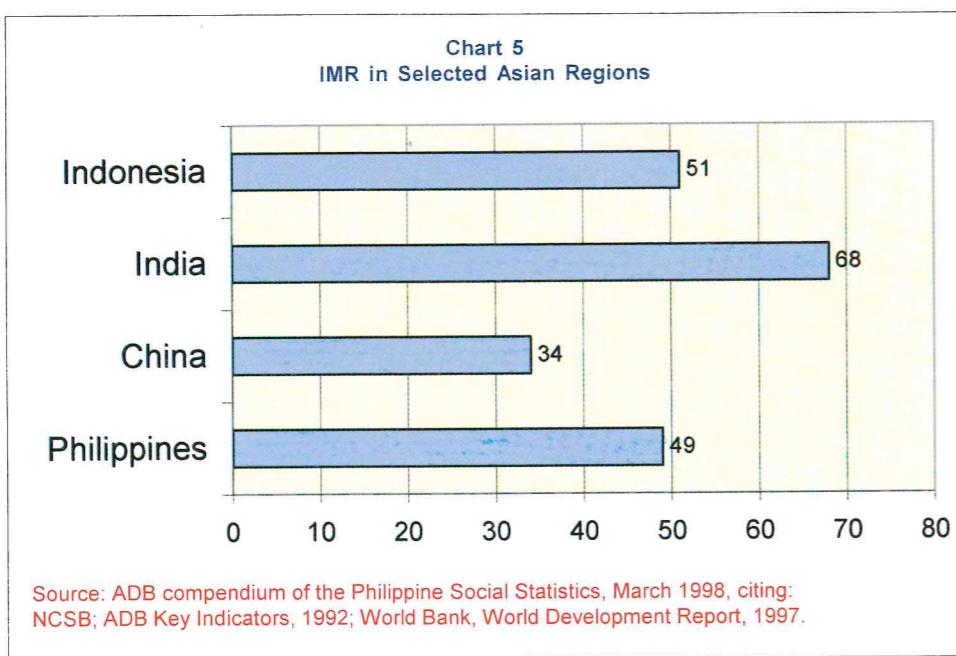


Chart 5 shows that we lagged behind China in 1995 but did better than Indonesia and India in reducing IMR.

## Infant Immunization

Children need not die young if they receive complete and timely immunization.

But in 1995, 1 in 10 infants, or some 10.3 % (9-11 months old) was not fully immunized.

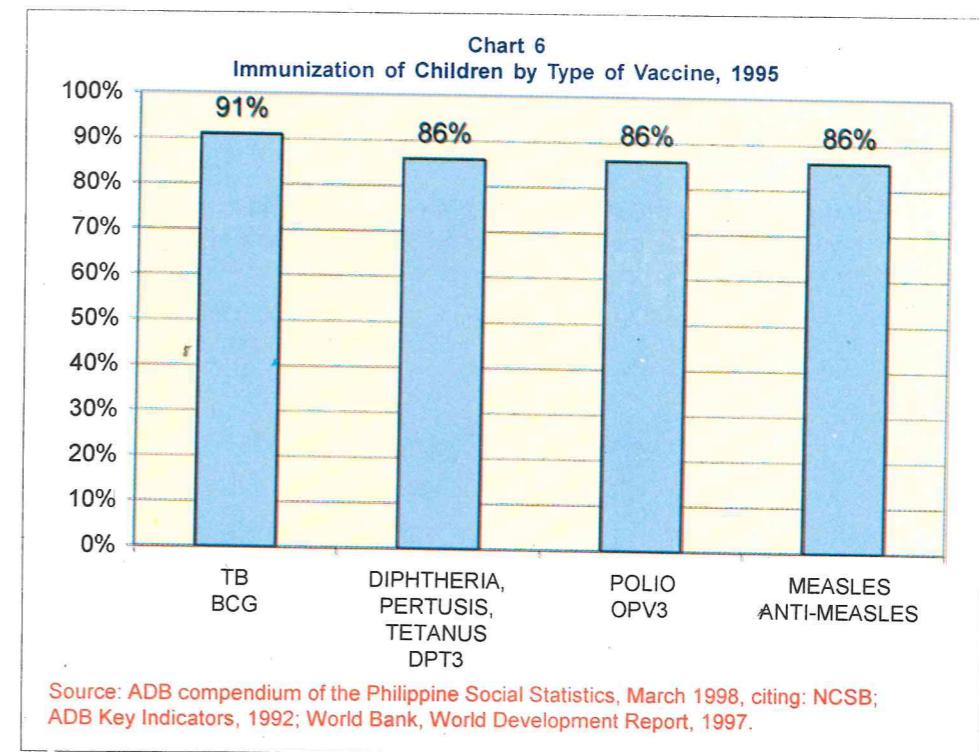
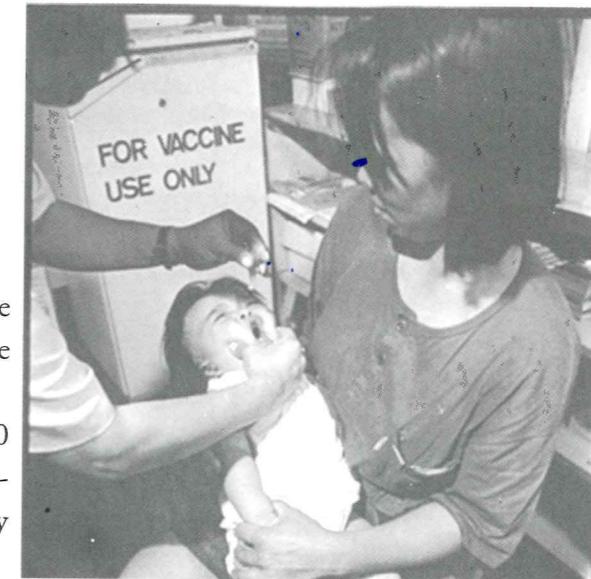


Chart 6 shows that there was a 5% difference between the BCG vaccination to other types of vaccination in 1995. This means that children who are not fully immunized are more susceptible to common childhood diseases.

## Under-five Child Mortality

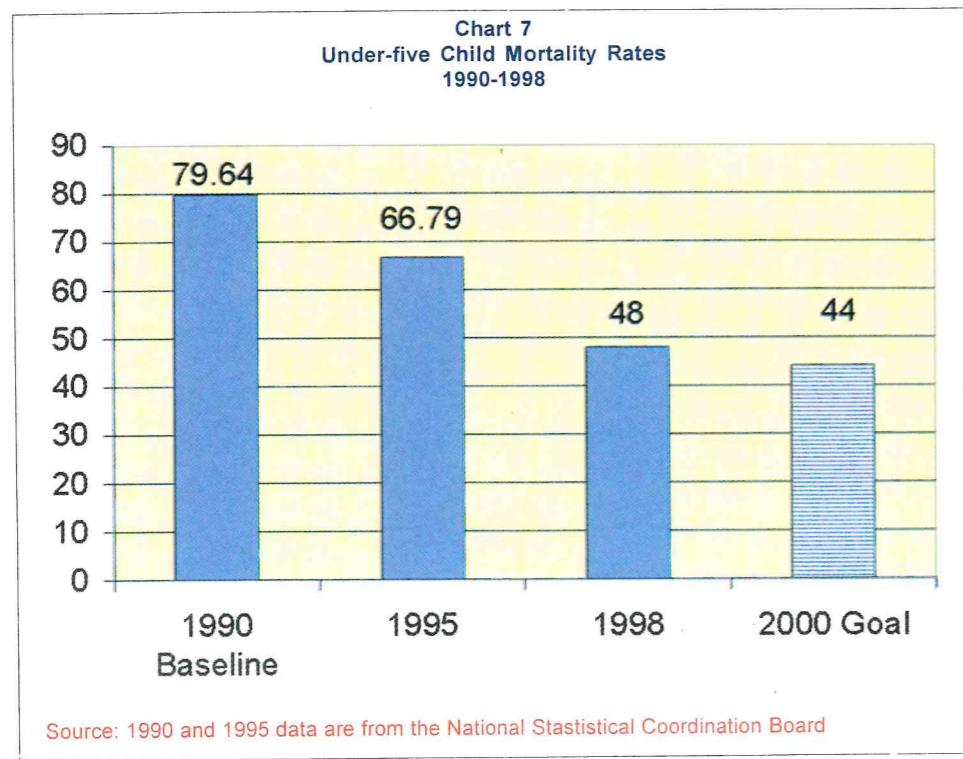


Chart 7 shows that U5MR was significantly reduced from 79.64 in 1990 to 48.9 in 1998. It is likely for the Philippines to achieve or even surpass Year-2000 goal of 44 per 1,000 live births.

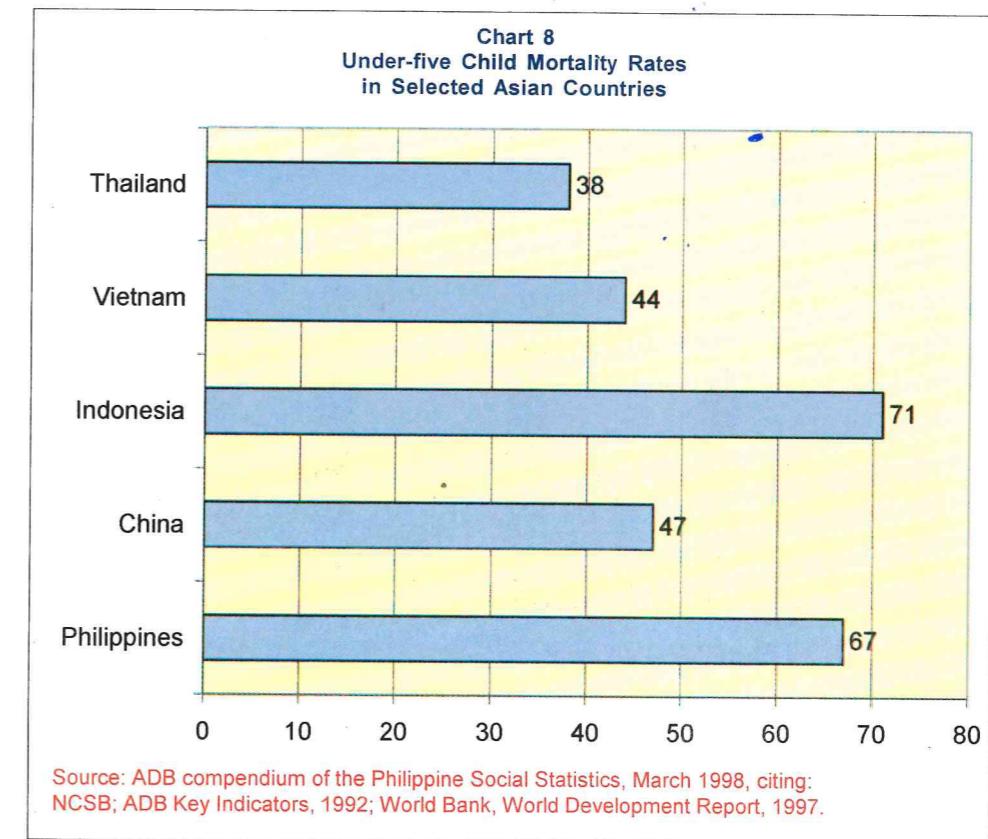
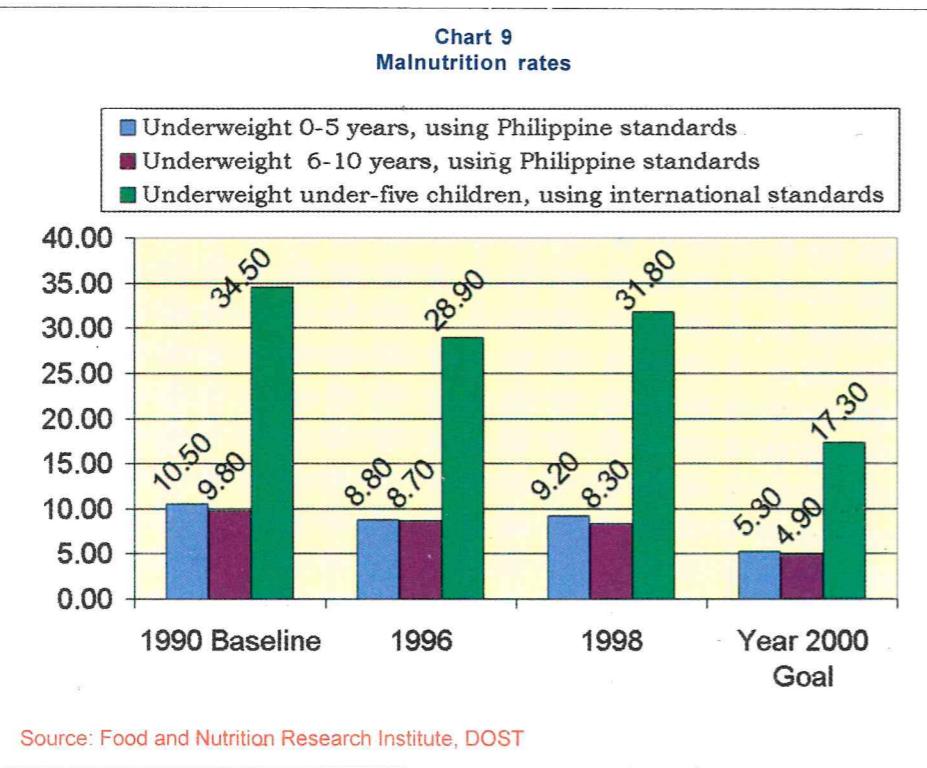
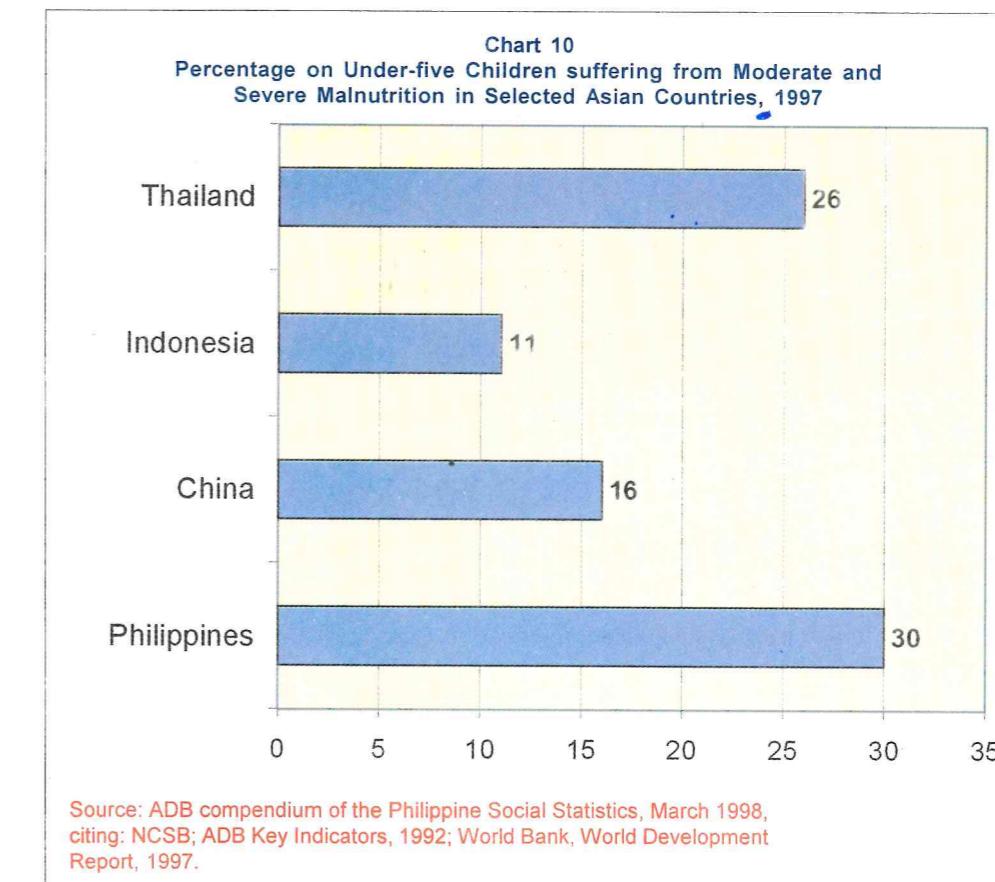


Chart 8 shows that the Philippines is doing slightly better than Indonesia but way behind other Asian countries.

## Child Malnutrition



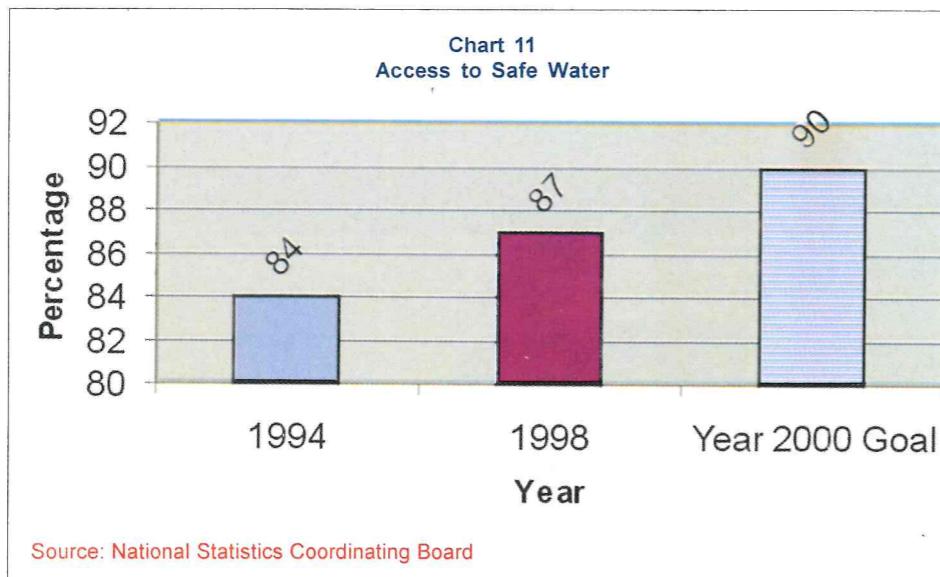
**Chart 9** shows a slow decline in malnutrition for both 0-5 and 6-10 age groups, using Philippine standards. Using international standards, our malnutrition rate is higher. However, the 1998 level for the 0-5 years age group is higher than the 1996 level. It is unlikely for the Philippines to be able to achieve its Year-2000 goal.



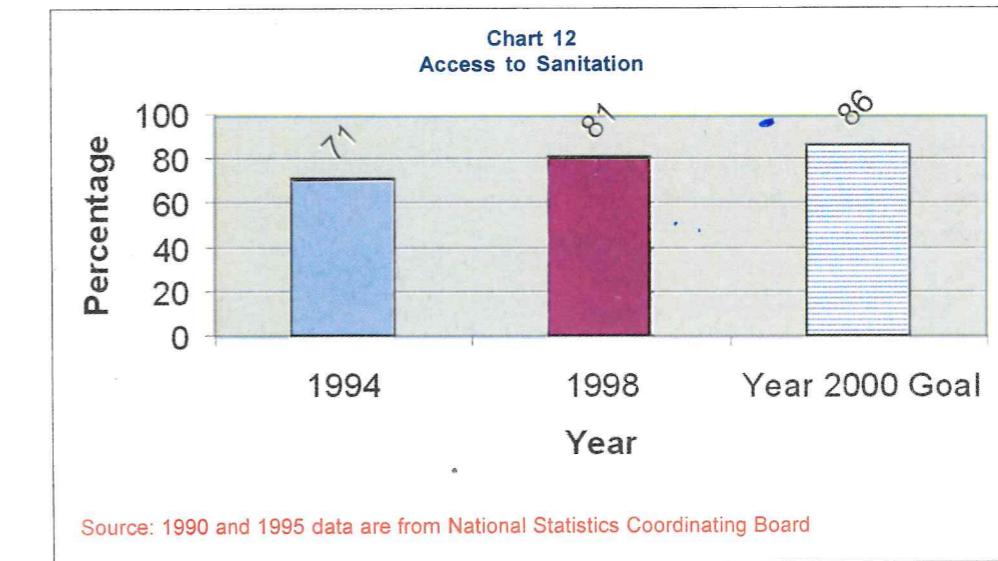
The comparison with other Asian countries on malnutrition shows the Philippines lagging behind its Asian neighbors.

**One in three Filipino children is malnourished.  
This remains a major threat to the Filipino child's survival.**

## Safe Water and Sanitation



In 1998, 87% of the total households had access to safe water. With a Year-2000 goal of 90% access, the Philippine government will need to fast track the water program in the country.



If the minimal increase from 71% in 1994 to 81% in 1998 continues, the Year-2000 goal of 86% access to sanitation will not be achieved.

## A Life Cycle View of the Child's First Five Years

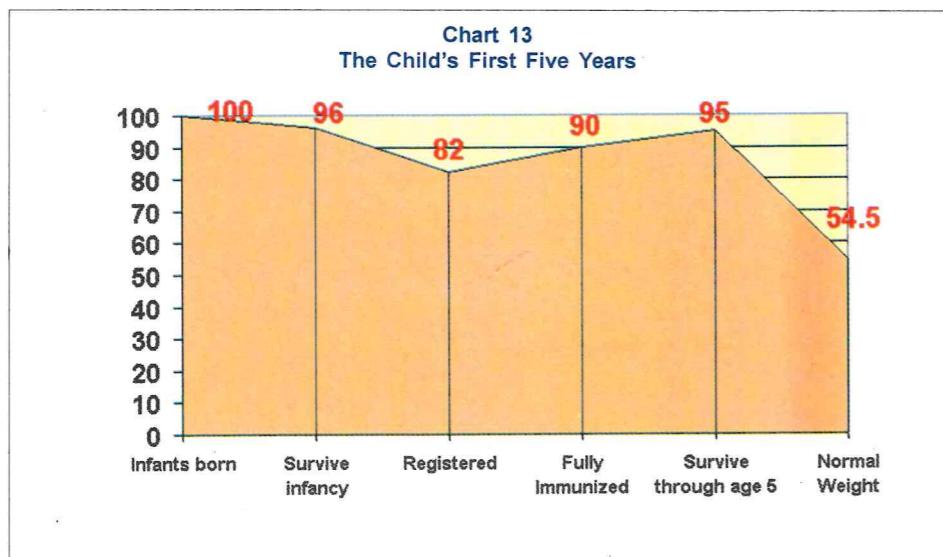
32

The PPAC key indicators provide a glimpse of the first five years in the child's life. They also tell us what we must pay attention to in order to achieve our vision in 2025.

The first five years of life is crucial to the growth and development of the child. During this period, 50% of physical growth and 90% of brain development occur.

Moreover, there are critical periods in brain development when the environment can influence how the human brain is "wired" for functions such as math, language, music and physical activity.

If these windows of opportunities are missed due to malnutrition, poor health or lack of appropriate stimulation, it will be very difficult for the brain to re-wire itself at a later time.

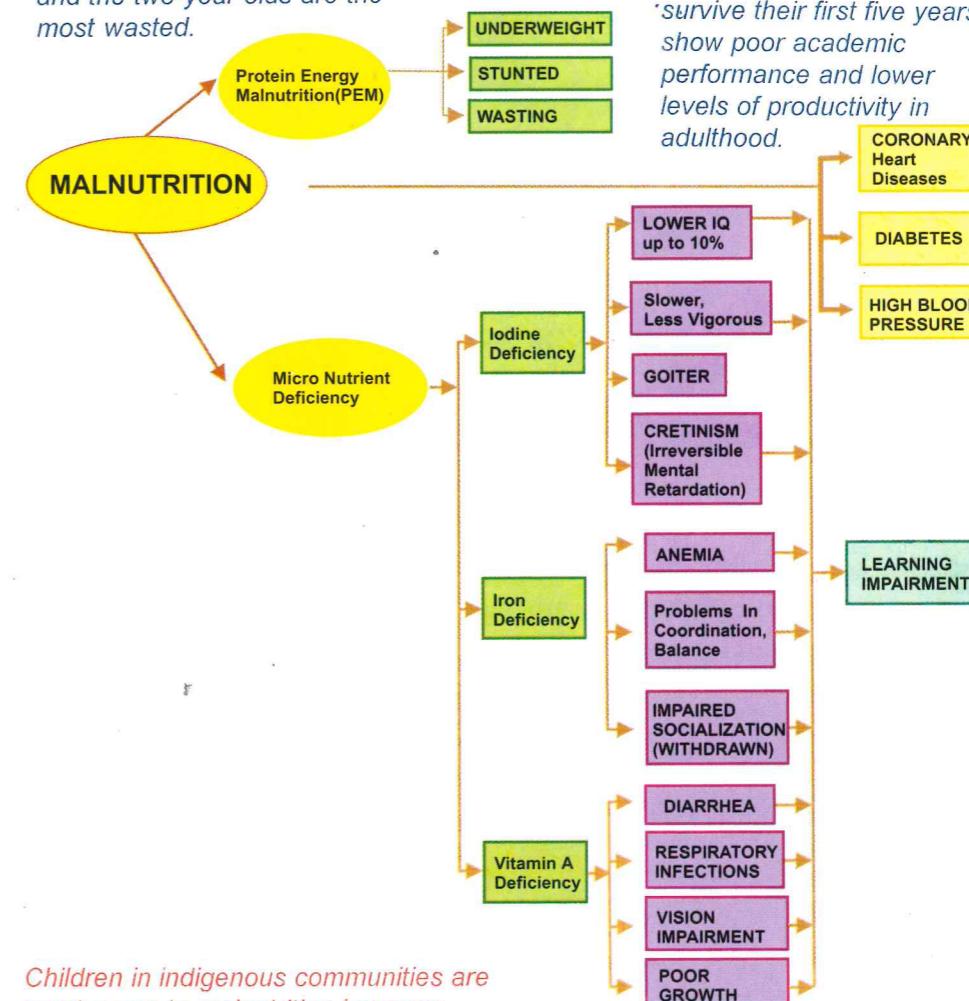


While the general graphic picture of child's early years appear favorable, infant and under-five child mortality rates remain unsatisfactory when viewed within the context of the life cycle of the child. We must give more attention and effort to the nutrition and health needs of the child, considering that the cognitive and psychomotor development of the child is dependent on the quality of nutrition the child receives. It is worth noting that we still need to improve birth registration rate to ensure the protection of the child throughout the life cycle. Malnutrition continues to pose a major challenge due to its lifetime consequences.

## The Consequences of Malnutrition in the Life Cycle of the Child

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One to two-year-old children are most underweight and stunted, and the two-year olds are the most wasted.



Children in indigenous communities are most prone to malnutrition because they are seldom reached by basic services due to their remoteness. Indigenous communities are usually accessible only by foot. They also tend to be in areas where there is armed conflict.

Children who are severely underweight, stunted or wasted are at great risk of physical and mental retardation. Those who survive their first five years show poor academic performance and lower levels of productivity in adulthood.

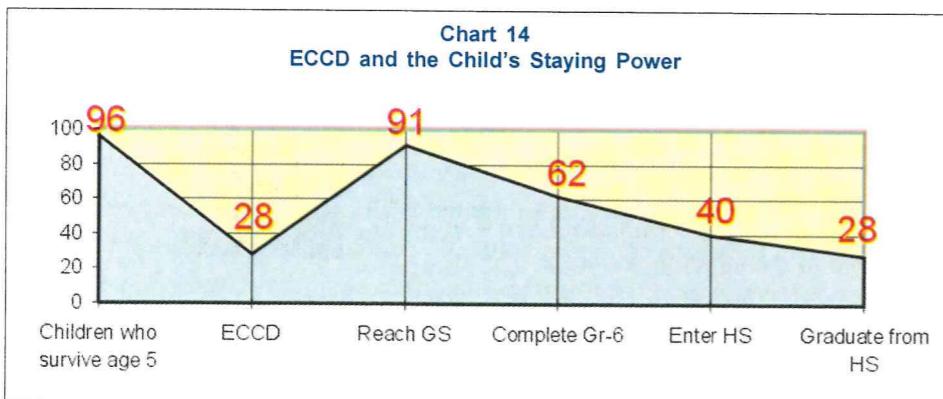
## Early Childhood Care and Development (ECCD)

SY 1997-98 data on early childhood care and development (ECCD) shows only 33.5 % of three to five year olds have gone to preschool or daycare.

The number of day care centers has increased from 20,211 in 1993 to 32,073 in 1997. But there are still some 27.6 % or 11,577 barangays without day care centers. That translates to three barangays in 10 that do not provide early childhood stimulation and development for children, three to five years old.

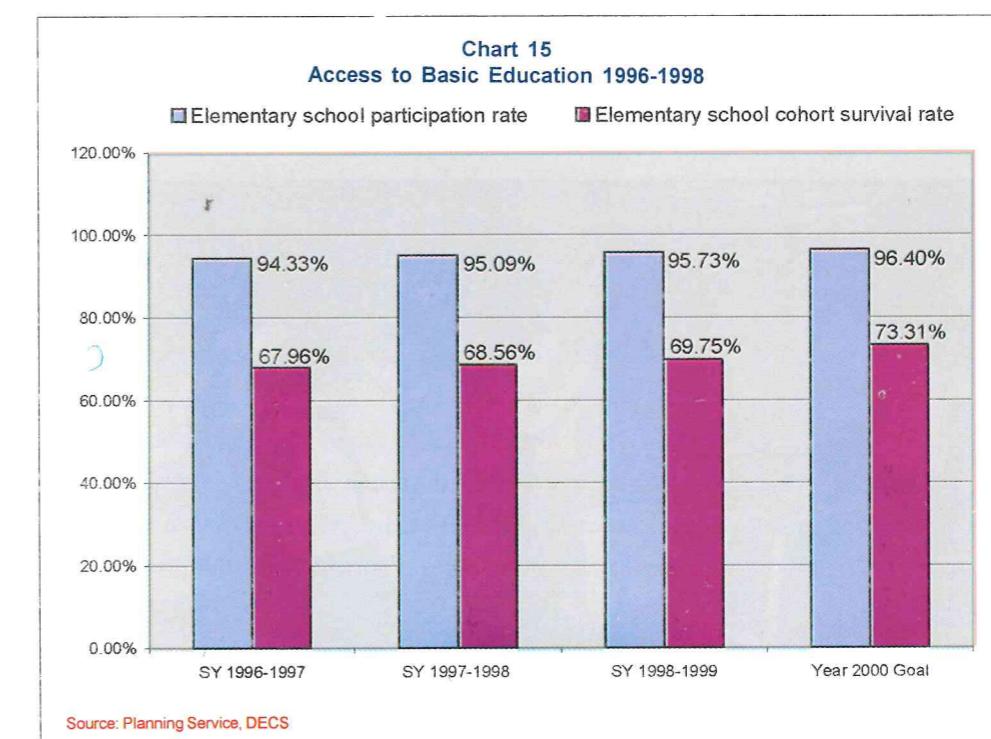
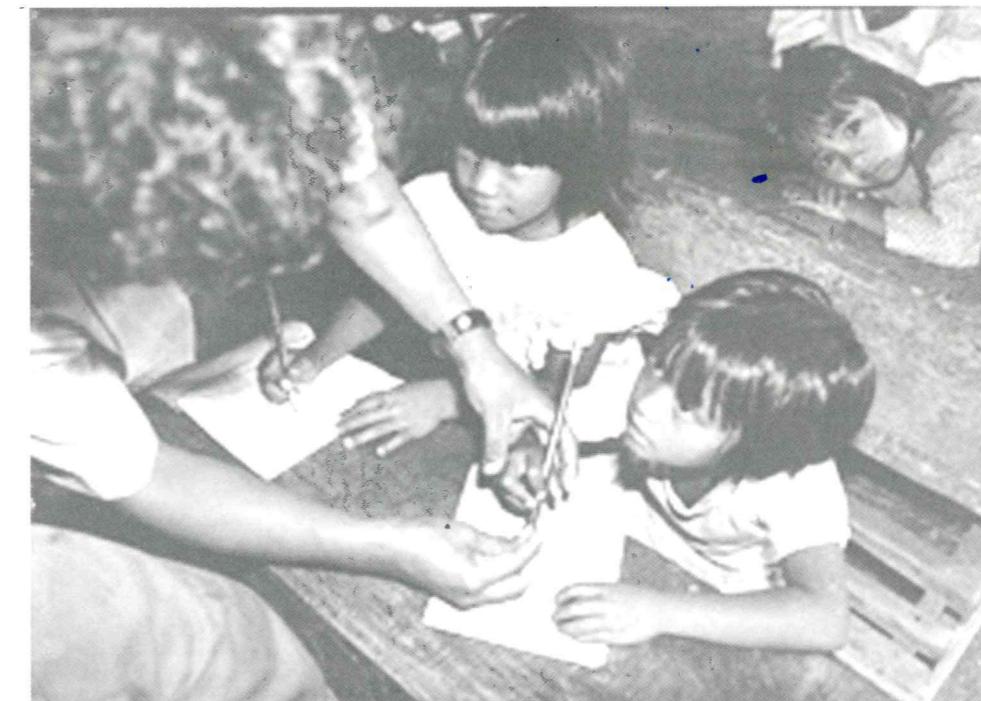


Children who have had the benefit of appropriate and adequate early childhood care and development experiences tend to be better prepared for formal schooling and hence, less likely to drop out. Problems that currently plague the formal school system such as student participation, motivation, staying power and achievement are now being traced to the lack of or inadequate provision of early childhood care and stimulation.

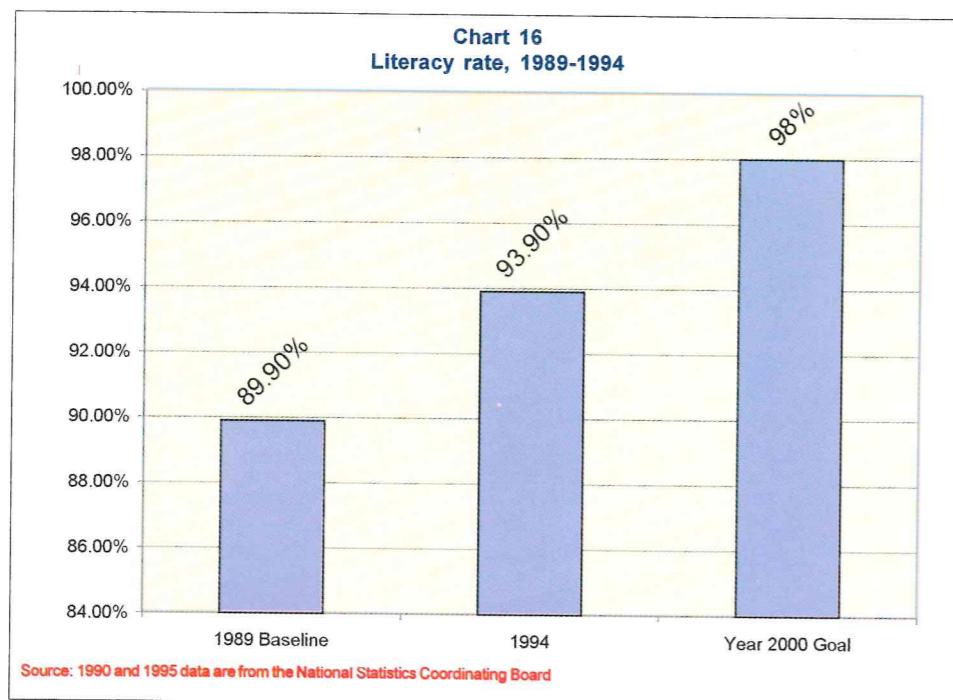


**Children who experience early child care and development are most likely to complete ten years of schooling.**

## Access to Basic Education



## Literacy



The literacy rate has steadily increased from a baseline of almost 90% in 1989 to nearly 94% in 1999. This indicates a positive trend that the Year-2000 goal of 98% basic literacy will be achieved.



## Children in Need of Special Protection



- **Children in Worst Forms of Child Labor**
- Neglected and abandoned children
- Street children
- Girl children
- Victims of Commercial Sexual Exploitation of Children (CSEC)
- Victims of child abuse
- Children in Situations of Armed Conflict (CSAC)
- Children in Conflict with the Law
- Children in various circumstances of disability
- Children of indigenous peoples

Children (aged 0-17) comprise one-third of the total population. The 1995 Census reflects an estimated 30.9 million children which represents nearly 45% of the total Philippine population. While data remains inadequate, available statistics have shown that a great number of the total child population continue to be under situations needing special protection – and the number continues to increase in greater proportions over the years. These are the children needing special care and attention to ensure their normal development.

### Children in Worst Forms of Child Labor

A 1995 National Statistics Office (NSO) survey commissioned by the *International Labour Organization–International Programme for the Elimination of Child Labour* (ILO-IPEC), estimated that three out of 20 children or some 3.7 million, mostly five to 17 years old, are working children.

Of this number, more than two-thirds are rural working children; 60% are exposed to either hazardous or cruel conditions leaving them malnourished, susceptible to respiratory, infectious, and sexually transmitted diseases, stunted intellectually and physically, and with low self-esteem; 409,849 are children living away from home of which 47% are working mostly in households where 65% are females. Some of the worst forms of child labor include deep-sea fishing, trafficking, mining/quarrying, commercial plantation, and prostitution or commercial sexual exploitation.

Chart 17 Working Children in the Philippines				
AGE	CHILDREN	FEMALES % OF TOTAL	MALES % OF TOTAL	SEX RATIO MF
5 – 9 YEARS OLD	209,184	36.9	63.1%	170.9
10 – 14 YEARS OLD	1,625,767	35.6	64.4%	180.8
15 – 17 YEARS OLD	1,834,952	33.3	66.7%	200.3
TOTAL	3,669,903	34.3	65.5%	189.4

Source: NSO Survey of Children, 5 - 17

Government has responded to this problem by ratifying ILO Convention 138 and strengthening its monitoring of businesses that employ children. While there have been rescues made on children who were employed as child laborers, government has yet to strengthen services for these children and their families.

#### Neglected and Abandoned Children

In a 1993 survey of households, some 16 % of households surveyed have children below 12 years old who are left unattended with no supervising adult in the house. This translates to one in six households where children are without adult supervision.

In the cities, neglected and abandoned children find themselves in the streets fending for themselves and vulnerable to the various evils of the urban jungle such as drug addiction, crimes and commercial sexual exploitation. Children who are neglected or abandoned are easy prey not only to accidents but to illicit transfer, commercial sexual exploitation, drugs, crime and unwanted pregnancies.

Chart 18 Neglected and Abandoned Children		
Children who were -	1995	1998
Reported neglected	1,910	
Reported victims of child trafficking	41	
Placed in adoptive families:		2,343
local adoption	2,795	1,754
inter-regional adoption	101	
foreign adoption*	288	258
Placed in:		
foster care	306	276
legal guardianship	432	115
Institutional care	237	
Residential care	554	806

Source: DSWD

Note: 95 – '96 data compressed due to creation of ICAB in 1995

#### Streetchildren

The growing number of streetchildren found in urban areas have long been a concern of government. Continuing efforts by government and non-government agencies to provide services for both the streetchildren and their families never seem to be enough.

It has always been difficult to determine the correct population of street children because of their vacillating and mobile nature. Previous estimates quoted by reports reflect some 250,000 streetchildren in this country. A headcount survey done in 1996 by the DSWD Program for Streetchildren in Metro Manila and participated in by NGO partners show only some 6,300 streetchildren complete with names, age and addresses. A more recent study commissioned by UNICEF done by Dr. Exaltacion E. Lamberte seem to support that there are fewer streetchildren than previously reported. The study presented last February 2000 indicated only some 43,629 streetchildren (both warm bodies and estimates based on a formula). These figures seem more realistic.

There are now about 350 government and non-government agencies that are responding to streetchildren and their families. The present administration has given special focus on helping streetchildren through the *Ahon Bata sa Lansangan* in cooperation with NGOs. Services include health and nutrition, educational assistance, effective parenting sessions, livelihood and skills training, residential care, foster care and adoption.

However, for as long as there would be squatter colonies sprouting in urban areas and for as long as there are not enough jobs, streetchildren will continue to dominate the streets.

#### Girl Children

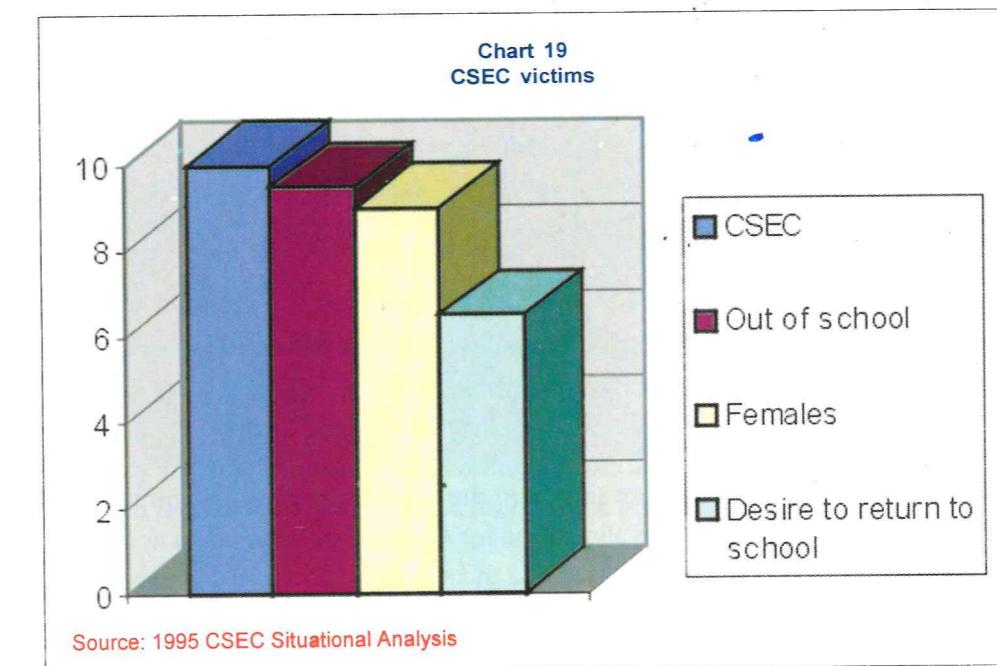
The 1995 Census data indicates that nearly half of the estimated children population are female (49.12%). Studies and reports on family violence show that most child abuse victims are girls:

- The study on family and household violence undertaken by the UP Center for Women's Studies in 1996 revealed 96.5% of its child abuse victims were young girls.
- The Child Protection Unit based at UP PGH also reports that almost all victims of sexual abuse that are referred to them are girls.
- Professor Zarco's study on police reported rape incidents between 1985-1994 in Metro Manila corroborated observations that the girl child is most prone to sexual abuse because of her age and gender.
- DOH reports reflect that there are more girl children affected with HIV-AIDS.

Other issues that confront the girl child include gender stereotyping in education, child labor, prostitution, cultural biases and socialization practices in the family, poor health and nutrition, etc. It also seems that the majority of the general public are not yet aware that many child issues affect boys and girls differently. Studies done on the girl child indicate that there is a need to strengthen advocacy for this particular sector in order to lessen the biases and abuses against them.

#### Victims of Commercial Sexual Exploitation

In 1997, estimates on the magnitude and number of child victims ranged from 60,000 to 100,000. A 1995 study by DSWD and UNICEF on the *Situation on Commercial Sexual Exploitation of Children* (CSEC) draws a clearer picture. Ninety five per cent (95%) of CSEC victims mostly females are out-of-school children. Some seven in 10 of CSEC victims expressed a desire to return to school. Some six in 10 said they need education.



According to the victims, they were led to the sex trade due to the absence of parental supervision and peer pressure.

To address the multi-faceted concerns on CSEC, the Philippine government formulated a five-year planning framework known as the Framework for Action Against the Commercial Sexual Exploitation of Children (2000-2004). This Plan also fulfills the country's commitment to the 1996 World Congress Against CSEC held in Stockholm, Sweden.

#### Victims of Child Abuse

Incidents of child abuse is still on the rise specifically child sexual abuse as evident in their number which is from 2,785 in 1994 to 3,216 in 1998 (DSWD). Also on the rise are reports of physical abuse and maltreatment of children, from 311 in 1994 to 1,021 in 1998. The rise in reported cases is seen as an indication of the growing awareness and advocacy of government, NGOs and the media in the fight against child abuse.

Current efforts are focused on tri-media campaign, information dissemination at the barangay levels. Further efforts should focus on the prevention

TYPES OF ABUSE	Chart 20 Reports of Child Abuses					
	1994	1995	1996	1997	1998	1999
<b>Sexual Abuse</b>	2,344	1,981	1,756	2,346	3,098	5,269
• Rape	1,321	1,017	963	1,006	1,710	2,726
• Incest	771	617	514	967	880	1,912
• Acts of Lasciviousness	252	311	230	354	436	631
• Not Classified	0	0	0	0	72	0
• Physically Abused/Maltreated	311	660	638	908	1,256	1,784
• Emotionally Abused	0	36	9	137	0	0

Source: DSWD

of child abuse through raising awareness in the family, school and community of the evils of child abuse. There is also a need for a more systematic effort at helping victims deal with the psychological trauma and scars of child abuse through proper psychological counseling programs that target not only the abused child but the family as well.

#### Children in Situation of Armed Conflict

The increasing number of children being recruited by armed groups causes grave concern. The recruited children either become child soldiers, combatants, spies, couriers, guides or informers. The Armed Forces of the Philippines (AFP) estimates the number of children involved in armed conflict at 13% of the total rebel population. During the encounters of government military troops and armed groups, casualties and those who were captured were mostly children. It has also been observed that most of these children involved in armed conflict come from indigenous people's (IPs) communities. Many reports have confirmed

Chart 21 Children in Situations of Armed Conflict		
Age Group	Total Number	Percentage
Less than 1 year	6,422	3.7%
01-04 years	20,575	11.8%
05-09 years	29,748	17.16%
10-14 years	25,615	26.4%
15-18 years	14,534	8.38%
Total	14,534	

Source: CDRC Network Data, 1995

that children, especially the IP's, have become the target of the recruitment campaign by armed rebel groups.

Many other children become victims of armed conflict. They are displaced from their homes and are exposed to physical danger and diseases. They are not reached by basic social services and hence have higher incidence of malnutrition, disease and death.

In response to the growing problem of children's involvement in armed conflict, the government came up with a Comprehensive Program for Children Involved in Armed Conflict. It has three components namely: prevention, advocacy and rescue, recovery and reintegration. The Council for the Welfare of Children is tasked to coordinate and monitor the implementation of this program.

#### Children In Conflict With The Law

A 1998 *Situation Analysis on Children in Conflict with the Law and the Juvenile Justice System* conducted by the Human Rights Center of the Ateneo Law School provides the following profile of the Filipino *Child in Conflict with the Law*:

- usually male
- between the ages of 14 - 17
- an elementary graduate
- a middle child from a low-income family with 4 to 6 members
- charged with property related crimes (robbery and theft)
- exposed to drugs or gang influence

The 1999 data from the Bureau of Jail Management and Penology reflects 3747 children in conflict with the law mostly involving crime against property (robbery and theft). The report also indicates about 28% have been settled/closed and about one-third of these cases are in the court. Most of these children in conflict with the law are male and only 26% are female. Also, NCR has the most number of cases. The experiences of these children throughout the stages of the juvenile justice system indicate neglect and insensitivity to their situation by the enforcers of the system.

Chart 22 Number of Youth Offenders 1999 December, BJMP Data								
Region	Sentenced			Detained			Grand Total	
	Male	Female	Total	Male	Female	Total		
1	0	0	0	26	2	28	28	
2	1	0	1	12	2	14	15	
3	16	8	24	73	11	84	108	
4	4	0	4	119	8	127	131	
5	2	1	3	52	4	56	59	
6	3	0	3	95	5	100	103	
7	19	4	23	84	4	88	111	
8	7	1	8	81	4	85	93	
9	5	2	7	64	5	69	76	
10	0	0	0	55	2	57	57	
11	0	0	0	29	1	30	30	
12	3	1	4	15	4	19	23	
13	2	0	2	20	1	21	23	
NCR	14	1	15	298	33	331	346	
CAR	0	0	0	47	1	48	48	
ARMM	0	0	0	0	0	0	0	
<b>TOTAL</b>	<b>76</b>	<b>18</b>	<b>94</b>	<b>1,070</b>	<b>87</b>	<b>1,157</b>	<b>1,251</b>	

Source: Bureau of Jail Management and Penology

The study recommended orientation seminars on all national and international laws related to juvenile justice; the creation of special domestic courts; separate detention cells for youth offenders awaiting court decisions; and the encouragement of non-institutional rehabilitation programs and services.

#### Children in Various Circumstances of Disability

Current realities tell us that children with disabilities generally belong to poor families. These are the families who lack the basic requirements to provide even the most basic needs for their children's "normal" development.

Although not very comprehensive, available data provided by the National Council for the Welfare of the Disabled Persons on children with disability reveal the following:

- one out of five children in the 0 to 6 age group has some form of disability or impairment
- children in the 15-19 age group have the highest disability prevalence rate per 100,000 total population
- hearing and visual impairment and difficulty in moving are the most common forms of impairment among children
- there are more boys suffering from disabilities than girls

More than these, it is worth noting that more than 50 % of the disability among children are acquired and therefore, highly preventable. It was also noted that children with disability found in the rural areas are not able to avail of appropriate basic education. The Philippine Government, hampered by the availability of technology and budget, has not been able to provide enough special education classes to reach out to the rural population. Only those disabled children of the rich families have been able to avail of special education.

#### Children of Indigenous Peoples

The State recognizes, respect, and protect the rights of indigenous cultural communities to preserve and develop their cultures, tradition and institutions. (Art. XIV, Sec. 15, 1987 Constitution).

The State's commitment to this principle was strengthened with the enactment of *Republic Act No. 8371* or the Indigenous People's Act which provides, among others that children of indigenous cultural communities shall be entitled to protection, survival and development consistent with the customs and traditions of their respective communities.

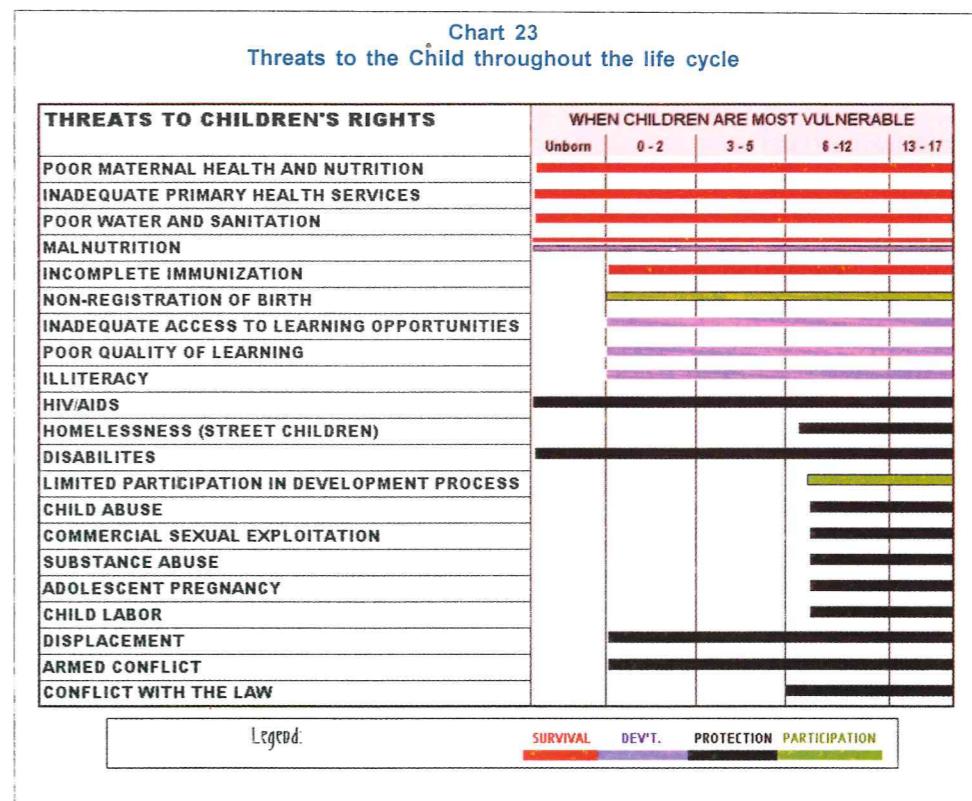
RA 8371 provides that the State shall support programs intended for the development of IP children and shall establish mechanisms necessary for the protection of their rights.

The same law mandates that indigenous communities shall be given priority in the delivery of basic social services in health and nutrition. In addition, the State shall respect the use of indigenous health practice and traditional medicine.

There are some 2.5 M indigenous children or CICCs whom government need to address (CWC, 1998). Most of them live in far-flung remote communities usually accessible only by foot. Such being the case, they are often neglected in the delivery of basic services, plagued with communicable diseases, with high malnutrition and mortality rates, and poor environmental sanitation prevail among their children. Their areas are also usually affected by armed conflict.

## Threats Throughout the Child's Life Cycle

In 1998, there were 33,184,718 Filipino children, 0-18 years old. This number has increased steadily over the years and is projected to peak in 2010 (36,028,737) whereupon there will be a decline in the trend. In spite of the downtrend, there will still be 34,666,211 children by year 2025. **EVERY ONE OF THESE CHILDREN HAVE INHERENT RIGHTS:** to live, to be nourished and healthy, to receive care and support from their parents, to learn and develop to her (his) full potential, to be protected from abuse and exploitation, to be safe, to be informed and to be heard. The increasing children population, however, impacts on all dimensions of growth and development and redound to a wider spread but smaller shares of basic health, education and other social services.



Our objective in the **Child 21** is to minimize and neutralize all these threats to children resulting from the ill effects of poverty. In order to do so, we must consider the emerging trends and realities that the millennium brings.

\*Children is used in this document to encompass 0-17. Data provided by the Population Commission, however, includes 18 year olds.

## Emerging Trends that Affect the Child and Bring New Challenges to the Family

### Stable Political Institutions and Dynamic Democratic Processes and Practices Will Further Spur the Rise of Civil Society and Empower Local Communities

There is every indication that the Philippines political institutions will enjoy stability throughout the first quarter of the 21<sup>st</sup> century. This is borne by the clear demonstration of the Filipino people's adherence and commitment to democratic processes and institutions, heralded in the EDSA revolution that was characterized by a peaceful transition in political power and unequivocally sustained in two presidential elections.

The dynamic democratic processes will further spur the active involvement of civil society through the rise of non-government organizations, community support schemes, and peoples' cooperatives. Consequently, ordinary people will be further empowered as they become organized and mobilized in issues and matters that affect them personally and directly.

GOOD NEWS FOR CHILDREN	BAD NEWS FOR CHILDREN
<ul style="list-style-type: none"> <li>• Vibrant democratic processes strengthen democratic institutions</li> <li>• Issues affecting families and children are brought to the fore</li> <li>• Families and children assert their rights in peaceful and responsive forums</li> <li>• Increased and wider participation of civil society in development efforts</li> </ul>	<ul style="list-style-type: none"> <li>• More mass actions by disgruntled groups</li> <li>• Conflicting interests such as human rights activists vs. Crime Crusaders</li> </ul>

### Devolution of Basic Services to Local Government Units

The *Local Government Code of 1992* has set in place the legal framework for the devolution of basic services to local government units. Full devolution of basic social services to every local government unit would mean primary health care system, a local nutrition program, and a system of free basic education for the children. It would also mean maximization of local resources for programs for children.

GOOD NEWS FOR CHILDREN	BAD NEWS FOR CHILDREN
<ul style="list-style-type: none"> <li>• Greater local autonomy and self-sufficiency</li> <li>• Families will have better access to basic social services</li> <li>• Better enforcement of laws promoting and protecting child rights</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of sufficient funds for LGUs who lack capability to source funds</li> <li>• Politicization in allocation and use of resources</li> <li>• Greater regional disparity in provision of basic social services</li> </ul>

GOOD NEWS FOR CHILDREN	BAD NEWS FOR CHILDREN
<ul style="list-style-type: none"> <li>• Children's representation in local governance</li> </ul>	<ul style="list-style-type: none"> <li>• The rapid turn-over of local officials may affect the delivery of health services and their sustainability.</li> </ul>

### Globalization

Globalization will continue to have impact on the economic, political and social aspects of life. The opening up of world trade and free movement of ideas, capital and people across borders will raise both challenges and opportunities. It will enhance standardization, international credentialing, easy access to information and networking. Globalization will also raise concerns about disease transmission through trade, travel and migration, as national boundaries become obsolete and people, services and goods move freely across borders. At the same time, globalization will facilitate and move towards a universal culture and portability of knowledge and skills.

GOOD NEWS FOR CHILDREN	BAD NEWS FOR CHILDREN
<ul style="list-style-type: none"> <li>• Basic services will be measured against international standards</li> <li>• Access to global information</li> <li>• More employment opportunities leading to better living standards</li> <li>• Increased access to alternative parental arrangements through adoption and foster care</li> </ul>	<ul style="list-style-type: none"> <li>• Currency speculation, currency fluctuation, quick capital flight can cause economic uncertainty for families</li> <li>• Family stress arising from job competition and job stress</li> <li>• More child trafficking and commercial sexual exploitation</li> <li>• Rise in number of OFWs especially females leading to family break-up, increase in single-headed households, unsupervised children</li> <li>• Emergence of new family structures and systems</li> <li>• Challenges to traditional family values</li> <li>• Increased drug-trafficking and drug-use among children</li> </ul>

### Changing Demographic Patterns

This implies an increasing proportion of households made up of nuclear families and single persons. Decline in fertility rates will free more women in child rearing. There will be more demand from women for skills training which means more women participating in the labor market. This, in turn, means more demand for day care and related services.

GOOD NEWS FOR CHILDREN	BAD NEWS FOR CHILDREN
<ul style="list-style-type: none"> <li>• New supporting mechanisms will be put in place</li> <li>• More programs for caregivers</li> </ul>	<ul style="list-style-type: none"> <li>• Women will be freed from child rearing</li> </ul>

#### Information Technology and Knowledge Generation and Explosion

GOOD NEWS FOR CHILDREN	BAD NEWS FOR CHILDREN
<ul style="list-style-type: none"> <li>• Flexible learning systems through multi-media systems</li> <li>• Better and faster exchange of information</li> <li>• Better monitoring of child trafficking</li> <li>• Facilitate data banking on statistics about children at local and international levels</li> <li>• Access to information</li> </ul>	<ul style="list-style-type: none"> <li>• Internet provides children with access to pornographic materials and facilitates child trafficking and commercial sexual exploitation of children</li> <li>• Access to multi-media programs on sex and violence increase vulnerability of children to violent behavior</li> <li>• Diminishes socialization of children and undermines bonding with parents</li> <li>• Interpersonal relationships including family communication are also hampered by electronic advancement</li> </ul>

#### Rapid Technological Advances

GOOD NEWS FOR CHILDREN	BAD NEWS FOR CHILDREN
<ul style="list-style-type: none"> <li>• Change in market demands for labor will create new jobs</li> <li>• New discoveries in medicine bring new cures and new technology for health care delivery</li> <li>• Longer life span</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental degradation and pollution</li> <li>• Unemployment in traditional jobs</li> <li>• New strains of diseases and increase in respiratory illnesses</li> <li>• Increase in man-made disasters</li> </ul>

#### Frequent Occurrence of Natural Disasters

GOOD NEWS FOR CHILDREN	BAD NEWS FOR CHILDREN
<ul style="list-style-type: none"> <li>• Renewed respect for nature</li> </ul>	<ul style="list-style-type: none"> <li>• Death, disease, malnutrition, displacement and disruption in child's life</li> <li>• Economic losses affect health status</li> <li>• Increased vulnerability</li> </ul>

#### Increased Evangelization

GOOD NEWS FOR CHILDREN	BAD NEWS FOR CHILDREN
<ul style="list-style-type: none"> <li>• Moral recovery in families and return to spirituality</li> <li>• Moral perspective on family problems and issues</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in religious splinter groups, cult groups, fundamentalism and fanaticism</li> </ul>

#### Urbanization

GOOD NEWS FOR CHILDREN	BAD NEWS FOR CHILDREN
<ul style="list-style-type: none"> <li>• Better economic opportunities</li> <li>• Access to modern infrastructure, facilities and services</li> </ul>	<ul style="list-style-type: none"> <li>• Changing patterns in family life</li> <li>• Family violence</li> <li>• Perpetuates "mallng" culture among children which encourages consumerism</li> <li>• Increase in dehumanizing conditions such as pollution, congestion, squatting, traffic</li> <li>• Decreased privacy</li> </ul>

The new knowledge gained on the situation and conditions of children together with the emerging challenges in the new millennium require a long-term vision of the Filipino child

## Goals and Objectives

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Our goal for 2025 is to ensure that every Filipino child will exercise her/his rights to survival, protection, development and participation *throughout the life cycle*. Towards this goal, are specific objectives at every stage of development as shown in the following matrix.

Stage	Rights	Objectives
Family	<ul style="list-style-type: none"> <li>To be provided and cared for by the family</li> </ul>	<ul style="list-style-type: none"> <li>To provide the family with basic services to be able to provide and care for the child</li> </ul>
Unborn child	<ul style="list-style-type: none"> <li>To be carried to term with the proper nutrition and have normal fetal development in the womb of a healthy and properly nourished mother.</li> <li>To be born healthy, well, and wanted.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure proper fetal development with proper nutrition, health, and well-being of the pregnant mother</li> </ul>
Infancy 0 - 2 Years	<ul style="list-style-type: none"> <li>To be registered at birth</li> <li>To receive complete immunization</li> <li>To safe water and sanitation</li> <li>To receive health services and primary health care</li> <li>To parental care and support</li> <li>To a name, identity and nationality</li> </ul>	<ul style="list-style-type: none"> <li>To provide the child with proper nutrition as well as a safe and wholesome environment for proper growth and total development</li> </ul>
Early childhood 3 - 5 Years	<ul style="list-style-type: none"> <li>To experience early childhood care and development</li> </ul>	<ul style="list-style-type: none"> <li>To ensure the continued health, well-being, proper growth and wholesome development of the child with proper nutrition and age-appropriate physical, mental, and psycho-social stimulation</li> </ul>

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Stage	Rights	Objectives
Childhood 6 - 12 Years	<ul style="list-style-type: none"> <li>To education and information</li> <li>To freedom of expression</li> <li>To freedom of thought, conscience, and religion</li> <li>To freedom of association</li> <li>To privacy</li> </ul>	<ul style="list-style-type: none"> <li>To provide the child with basic learning skills to function and survive in the community and society</li> </ul>
Adolescence 13 - 17 Years	<ul style="list-style-type: none"> <li>To education and information</li> <li>To freedom of expression</li> <li>To freedom of thought, conscience and religion</li> <li>To freedom of association</li> <li>To privacy</li> </ul>	<ul style="list-style-type: none"> <li>To provide the adolescent with life skills to allow her (him) to overcome the threats to well-being and to develop as a happy, competent and responsible adult</li> </ul>
Children in need of special protection	<ul style="list-style-type: none"> <li>To be protected from:           <ol style="list-style-type: none"> <li>all forms of violence, abuse and exploitation</li> <li>commercial sexual exploitation</li> </ol> </li> <li>To be safe in emergency situations and difficult circumstances</li> </ul>	<ul style="list-style-type: none"> <li>To provide the child with life skills to allow her (him) to overcome the threats to well-being and to develop as a happy, competent and responsible adult</li> </ul>

The goals and objectives of Child 21 can be achieved through the promotion of a child-friendly movement.

Our strategic framework is sensitive to the needs of the child based on the premise that certain conditions promote child rights. These conditions are best described as a movement towards a *Child-Friendly Society (CFS)* where children are nurtured and allowed to grow and develop in dignity, protected from threats to their well-being and free to express themselves and participate in their development.

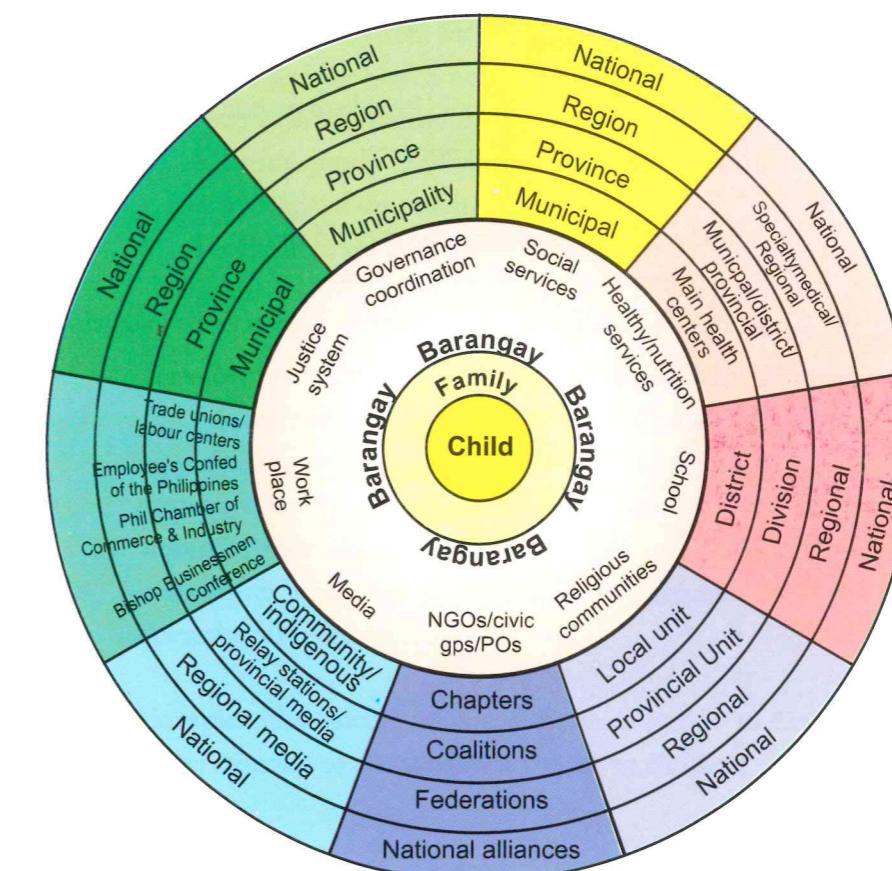
The power to create or bring about these conditions lies in the hands of every person that comes into contact with and interacts with children, such as:

- the family being the most immediate and consistent environment for the child to grow and develop as a human being;
- the barangay where the child lives as part of a community;
- the barangay health worker, barangay nutrition scholar, doctor, nutritionist-dietitian, nurse, midwife who provides health and nutritional care to the child and mother;
- the school where the child learns;
- the local police and judicial authorities when the child commits a crime;
- the social worker when the child is neglected, abandoned, or needs help;
- the industry that employs the child's parents or the child her(him)self;
- the local government officers who allocate funds for basic services;
- the media which provide the child with entertainment and information that influence her (his) perception.

They make up the immediate psychosocial environment of children, thereby influencing the quality of their experience and affecting their growth and development as human beings.

Hence, the dynamics of a *Child-Friendly Society* involve the interaction and cooperation among the different sectors to produce holistic, integrated and sustainable strategies that promote child rights. This strategic framework requires a user-friendly, quick, and responsive feedback and monitoring mechanism to allow timely responses to conditions that threaten child rights.

This likewise involves the creation of an environment or climate that would facilitate the process of adopting a policy of “*Children First*” especially in budget priorities and funds allocation while at the same time putting the Filipino child at the core of the development agenda. As a strategic framework, the *CFS* considers the whole internal and external context of the child, from the family to the global community, from which he or she draws his or her values, strengths and nurturance.



The vision of a *Child-Friendly Society* proceeds from the following principles or propositions:

1. Children grow and develop best within a functional and caring family;
2. Families are better able to nurture their children, with knowledge of good caring practices, community support systems, and access to basic services and facilities;
3. Local governments are in the best position to provide and sustain basic services for families to protect children, being as they are the government units nearest to families and children;
4. Non-government organizations provide vital support to advocate child rights and to generate resources for interventions;
5. The national government should be able to protect its children within as well as outside its national borders;
6. Mass media promotes awareness on child rights;
7. Children are able to genuinely engage and actively participate in decision-making processes and governance.

### **General Strategies Towards a Child-Friendly Society**

The following general strategies are seen as critical in creating the enabling conditions for the *Child-Friendly Society*:

1. Strengthen capability of families to nurture children and provide them with full support for their welfare and development.
2. Advocacy towards a paradigm shift to put children first in the use of resources of the family, community and the State.
3. Institutional transformations that include:
  - An educational system to be responsive to the learning needs of children including the use of appropriate teaching methods and alternative learning systems appropriate to differently-abled children and children of indigenous peoples;
  - A health care system including health insurance to be responsive to the unique health needs of children at every stage of the life cycle with prevention of diseases and illnesses as a priority;
  - A justice system to be sensitive to the conditions of the child at every stage of the juvenile justice system;
  - A legislative system that puts children first and promotes child rights.
4. Transform values and practices in the labor market that would protect children from abuse and exploitation; provide opportunities for their employees to be able to integrate work and family life by providing nursery and day care services for their young children and other activities that promote family togetherness. Philippine-based companies and enterprises must be strongly encouraged to operationalize the required practices.
5. Complete devolution of basic services to LGUs to enable them to better respond to the needs and threats to children.

6. Promote convergence of services through linkages and cooperation between and among the different sectors for more effective and holistic response to the needs of children.
7. Develop a national data bank and repository of all information regarding children and their situation to enable planners to develop appropriate interventions.

### Strategies Addressed to Key Players

A child-friendly society will come into being through the collective efforts of every sector especially those with greatest interactions with children. This necessitates paradigm shifts and institutional transformations in families, communities, civil society, local governments, media, national government, and international cooperation. The following strategies target these groups to bring about a child-friendly society.

Key Players	Strategies	Outcome: A Child-Friendly Society
Families	<ul style="list-style-type: none"> <li>• Promote holistic, integrated programs that strengthen the family's role as the primary care giver and support for children</li> <li>• Increase family access to primary health care services, safe water and sanitation, adequate housing, continuing education on good caring practices</li> <li>• Provide support systems and safety nets for families such as livelihood projects, family counseling services, support groups</li> </ul>	Families that plan for, care for and provide support and guidance to their children
Local communities	<ul style="list-style-type: none"> <li>• Strengthen local communities through training on social mobilization and advocacy</li> </ul>	Local communities that <ul style="list-style-type: none"> <li>• are aware of, informed and educated about the rights and situation of children;</li> <li>• are empowered to mobilize its members in support of families, and promote child rights</li> </ul>
NGOs,POs, Civil Society, church, Private Organization	<ul style="list-style-type: none"> <li>• Partner with Children Sector in knowledge generation and database, planning, developing, and advocating child rights and programs for children</li> </ul>	NGOs that <ul style="list-style-type: none"> <li>• provide information on and advocate child rights;</li> <li>• help generate support and resources for programs that promote child rights and provide families with income opportunities to support the needs of their children</li> </ul>

Key Players	Strategies	Outcome: A Child-Friendly Society
Schools	<ul style="list-style-type: none"> <li>Strengthen capability of schools -</li> <li>to provide continuing education and training to families on good caring practices</li> <li>to provide forums for advocating child rights</li> <li>to provide child-friendly learning environments</li> </ul>	<p>Schools that</p> <ul style="list-style-type: none"> <li>provide continuing education and training on child rights;</li> <li>promote the child's right to express opinions and to form associations</li> </ul>
LGU's	<ul style="list-style-type: none"> <li>Ensure fiscal autonomy of LGUs</li> <li>Shift from sectoral paradigm towards a child-centered paradigm for planning, developing and implementing programs for children</li> <li>Shift from sectoral mechanisms (such as local school boards, health boards, etc.) of child participation towards a child-centered mechanism envisioned for the Barangay Council for the Protection of Children (BCPC)</li> <li>Build LGU capability in planning, developing, fund sourcing/resource generation, and requiring them to implement programs for children and their families</li> </ul>	<p>LGUs that</p> <ul style="list-style-type: none"> <li>are capable to plan, develop, source funds, implement and evaluate programs that protect children and promote their rights;</li> <li>are able to consistently monitor the rights and welfare of children in their communities and able to respond quickly to threats to the child</li> </ul>
National Government	<ul style="list-style-type: none"> <li>Forge international cooperation in monitoring and eliminating threats to child rights, especially child trafficking, sexual exploitation of children, and child labor</li> </ul>	<p>A national government that</p> <ul style="list-style-type: none"> <li>is able to protect its children within and outside its national boundaries</li> <li>puts children first, beginning in the budget and funds allocation</li> </ul>

Key Players	Strategies	Outcome: A Child-Friendly Society
Mass media	<ul style="list-style-type: none"> <li>Provide safety nets for children especially those in need of special protection and those in especially difficult circumstances</li> <li>Pursue peaceful resolution to armed conflict</li> <li>Prioritize budget for and funds allocation to programs that promote child rights</li> <li>Promote international exchanges among children and groups working with children to enrich the children's agenda</li> <li>Conduct further research and development on the situation of children</li> </ul>	<ul style="list-style-type: none"> <li>is able to promptly enact comprehensive and proactive policies on children.</li> </ul>
Children	<ul style="list-style-type: none"> <li>Partner with media to inform and educate the general public on issues affecting children</li> </ul>	<p>Mass media that</p> <ul style="list-style-type: none"> <li>promotes awareness of child rights</li> <li>Raises general awareness on all matters affecting children</li> </ul> <p>Children that:</p> <ul style="list-style-type: none"> <li>Engage and actively participate in decision-making processes and governance</li> </ul>

## Rights-based Strategies

The following strategies addressed to the child weave through the major developmental stages of the child based on the four major rights categories. These rights-based strategies facilitate the convergence of critical services and interventions in pursuit of the shared vision.

Lifecycle	Survival	Protection	Development	Participation
<b>Unborn</b>	<ul style="list-style-type: none"> <li>Ensure tetanus immunization in adult immunization program</li> <li>Expand Registry of Birth Defects to include health care facilities within LGUs</li> <li>Pursue micronutrient supplementation program and food fortification program for vitamin A, iron and iodine</li> <li>Integrate training for Parent Effectiveness Services and Responsible Parent Services into curriculum for all health workers</li> <li>Promote early referral of high risk pregnant mothers to medical centers</li> <li>Emphasize recognition of pregnancy-related complications in the training of birth attendants</li> </ul>	<ul style="list-style-type: none"> <li>Provision of rehabilitative and support services for pregnant mothers to address psychological trauma and other needs</li> </ul>	<ul style="list-style-type: none"> <li>Provision of effective parenting lessons on child care</li> <li>Parent Education particularly for the mothers on pre-natal care and mental feeding</li> </ul>	<ul style="list-style-type: none"> <li>Educate parents about child rights and child-friendly practices</li> </ul>

Lifecycle	Survival	Protection	Development	Participation
<b>0-2 Years</b>	<ul style="list-style-type: none"> <li>Strengthen referral system for birth defects</li> <li>Strengthen and expand current DOH immunization</li> <li>Increase the number of Mother and Baby friendly hospitals</li> <li>Encourage breastfeeding of babies</li> <li>Ensure safe and potable water and sanitation practices</li> <li>Encourage the introduction of complementary foods to babies no later than 6 months.</li> <li>Encourage the monthly monitoring of weights</li> <li>Intensify growth monitoring training among MCH health care workers and nutrition workers and volunteers</li> <li>Intensify training on effective counseling for MCH health care workers and nutrition workers and volunteers</li> <li>Promotion of immediate, accurate and culture-sensitive birth registration to establish identity and nationality.</li> </ul>	<ul style="list-style-type: none"> <li>Intensify awareness-raising campaign on birth registration</li> <li>Capability building resulting in improved birth registration services</li> <li>Enhance national capacity for advocacy/IEC program design, management and implementation</li> <li>Intensify sensitization efforts on child rights and child protection</li> <li>Integrate child rights and child protection systematically into local development planning, with special attention to children in-need and at-risk</li> <li>Incorporate child rights and child protection IEC module, including gender sensitivity, in formal and non-formal education, day care and key parent education programs of GOs and NGOs</li> </ul>	<ul style="list-style-type: none"> <li>Provide children comprehensive and integrated home-based early child care, nutrition, stimulation, and development carried out through the child's parents and other care-givers.</li> <li>Create awareness that lead to attitudinal and behavior changes among parents and care-givers, that learning begins at birth and that psycho-social care and development of the child and early stimulation is necessary for the child's development</li> <li>Provide better parenting programs to parents and other care-givers</li> </ul>	<ul style="list-style-type: none"> <li>Educate families on how to encourage children to express their feelings and opinions.</li> <li>Intensify child-to-child programs to enhance children and youth participation</li> </ul>

Lifecycle	Survival	Protection	Development	Participation
	<ul style="list-style-type: none"> <li>Promote family and community empowerment to prevent abuse and exploitation of children</li> <li>Advocacy to hospitals and communities of abandoned and other children at risk to prevent abduction, sale and trafficking of children</li> <li>Provision of social services and alternative parental care, when indicated, to ensure that children remain with their families</li> <li>Organize, activate and strengthen local councils for the protection of children</li> <li>Design and implement a database system on children</li> <li>Undertake research initiatives on child rights protection issues</li> </ul>			

Lifecycle	Survival	Protection	Development	Participation
3-5 Years		<ul style="list-style-type: none"> <li>Formulate a standard protocol on surveillance, detection and rescue of children to ensure a systematic and child-friendly procedure in handling child abuse cases</li> <li>Upgrade knowledge and skills of caregivers and implementors in dealing with child victims</li> <li>Intensify regional and international linkages to combat child trafficking</li> </ul> <p><b>To be provided with parental care and support</b></p>	<ul style="list-style-type: none"> <li>Reinforce and expand food fortification and micronutrient supplementation programs ASAP</li> <li>Implement emergency feeding program in areas affected by armed conflict, calamities</li> <li>Intensify growth monitoring training among MCH health care workers</li> <li>Fluoride supplementation in areas with low water fluoride levels</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen capability of caregivers and legal practitioners handling child abuse and exploitation cases</li> <li>Establish hotlines and residential care for abused, neglected and abandoned children</li> <li>Provision of community-based services such as foster care and other family/ community care</li> <li>Develop and adopt alternative birth registration system</li> </ul> <ul style="list-style-type: none"> <li>Provide children stimulating and enriching early childhood experiences carried out through the home, the day-care, and the pre-school or kindergarten</li> <li>Literacy and continuing education programs for parents</li> <li>Strengthen and expand day-care services</li> <li>Train parents, care-givers, day-care workers, pre-school teachers on proper stimulation and development of children</li> </ul>

Lifecycle	Survival	Protection	Development	Participation
<b>6-12 Years</b>	<ul style="list-style-type: none"> <li>Encourage school-based nutrition feeding programs</li> <li>Implement emergency feeding program in areas affected by armed conflict and calamities</li> <li>Expand child screening programs to out-of-school children, marginalized children</li> <li>Develop a referral system for disability evaluation and management</li> <li>Create or expand school/ community - based advocacy for child health and safety - "Subabay Bata", "Health Scouts", "Bantay Bata"</li> <li>Start, continue, and strengthen nutrition/ education in elementary schools</li> </ul>	<ul style="list-style-type: none"> <li>Provision of rehabilitative and support services to address the psychological trauma and other needs of child victims</li> <li>Empowerment of families to facilitate recovery and reintegration of child-victims</li> <li>Conduct studies on the impact of various program interventions and methodologies for psychosocial care</li> <li>Provision of permanency planning to abandoned and other children at risk</li> </ul>	<ul style="list-style-type: none"> <li>Review and update pre-school curriculum</li> <li>Integrated health, nutrition, and other needs of children to be part of pre-school program</li> <li>Provide learning systems that are: child-friendly, open, flexible, varied (home, community, multi-media, electronic media), interactive, use modern technology, self-assessing and self-correcting</li> <li>Promote parents literacy programs</li> <li>Expand public elementary school network</li> <li>Create child-friendly awareness of rights to basic education</li> <li>Establish Multi-grade Teaching Program for small school</li> <li>Raise internal efficiency of education system to maximize available resources for the greatest number of schools</li> </ul>	

Lifecycle	Survival	Protection	Development	Participation
			<ul style="list-style-type: none"> <li>Devolution of school building program to local government units</li> <li>Creation of School Advisory Councils in every barangay where parents, local industry, local government units have direct say and support to education resources, services, and performance</li> <li>Develop Alternative delivery system using multi-media such as distance learning through educational TV</li> <li>Review, re-orient, and enrich curriculum to include basic life skills learning</li> <li>Upgrade teachers training on skills and knowledge to include latest methodologies and findings relevant to pedagogical processes</li> </ul>	

Lifecycle	Survival	Protection	Development	Participation
<b>13-17 Years</b>	<ul style="list-style-type: none"> <li>Establish reproductive health services for adolescents</li> <li>Design school-based programs on responsible sexual behavior</li> <li>Recruit and train health care workers to deal with adolescent clients</li> <li>Increase accessibility of programs using school, community, church-based models</li> </ul>	<ul style="list-style-type: none"> <li>Design programs to address the psychological and social aspects of adolescent stresses</li> </ul>	<ul style="list-style-type: none"> <li>Provide equivalency and accreditation standards</li> <li>Increase scholarships for high school students inasmuch as private school costs are lower than their government counterparts</li> <li>Strengthen career consciousness and guidance counseling program in basic education</li> <li>Accelerate the delivery and implementation of flexible, market-sensitive, and user-driven tertiary education and training system and programs</li> </ul>	<ul style="list-style-type: none"> <li>Develop localized and indigenized curriculum and locally-adapted learning materials</li> <li>Set-up systems to ensure continuous schooling of child for 10 years at least</li> <li>Integration of life skills in both formal and other alternative learning system</li> </ul> <ul style="list-style-type: none"> <li>Intensify consciousness raising efforts on child participation in local governance</li> <li>Provide children with forum in the community to express their opinions and make informed choices such as through the Barangay Council for the Protection of Children</li> <li>Expand/ Strengthen linkage with GOs, NGOs, POs to support children participation in local governance</li> </ul>

Lifecycle	Survival	Protection	Development	Participation
			<ul style="list-style-type: none"> <li>Promote the increased participation of the private sector in the financing management and delivery of middle level manpower development and higher education</li> <li>Promotion of healthy lifestyle and life skills in preparation for independent living</li> </ul>	<ul style="list-style-type: none"> <li>Organization of children into groups to advocate for children's participation in community activities</li> </ul>

## Targets for Selected Key Indicators

Life Cycle	Key Indicators	Baseline			Targets		
		1998	2004	2025			
Throughout the life cycle	Households with access to safe water	87%	91%	100%			
	Households with sanitation facilities	81%	85%	100%			
	Basic literacy	93.9% (1994)	97.4%	100%			
	Functional literacy	83.8% (1994)	87.74%	95%			
Unborn Pre-natal period	MMR	180 per 100,000 live births	151 per 100,000 live births	39 per 100,000 live births			
	Tetanus toxoid immunization	37.8% of pregnant women	50% of pregnant women	100% of pregnant women			
	Birth Registration		100% birth registration	Sustain 100% birth registration			
0 - 2 Years	Underweight	9.2	7.4	2.2			
	IMR	35 per 1,000 live births	32 per 1,000 live births	10 per 1,000 live births			
	Complete immunization	90%	95%	100%			
3 - 5 Years	UMR	48.9 per 1,000 live births	40 per 1,000 live births	11 per 1,000 live births			
	Underweight	9.2	7.4	2.2			
	ECCD	33.5 %	50%	100%			
6 - 12 Years	Underweight	8.7	7.0	2.1			
	Participation Rate	95.73 %	97.99%	99%			

Life Cycle	Key Indicators	Baseline			Targets		
		1998	2004	2025			
13 - 17 Years	Cohort Survival Rate	69.75%	82%	90%			
	Completion Rate	68.46%	81%	88%			
	Achievement Rate	50.08%	70.05%	85%			
	Drop-out Rate	7.12%	4.90%	1%			
13 - 17 Years	Participation Rate	65.22%	80%	90%			
	Cohort Survival Rate, based on Gr. 1	46.89%	52%	70%			
	Completion Rate based on Grade 1	45.12%	51%	68%			
	Achievement Rate	46.12%	67%	85%			
	Drop-out Rate	9.60%	7.20%	2%			

The task of ensuring a better future for the Filipino children is a societal concern. It is the concern of all sectors at all levels requiring complementary and integrated approaches rather than fragmented and isolated ones; coordinated and synergistic efforts rather than parallel and competing ones. The task also requires the formulation of consistent rather than incongruent policies and practices.

The Council for the Welfare of Children, as the national coordinating body on children's welfare and development, shall undertake the coordinative task in **Child 21** implementation through its national as well as sub-national structures. To ensure this, appropriate management and coordination systems shall be developed by CWC in cooperation with its partners. A five-year operational plan shall also be developed indicating time lines and priority activities to be implemented within the time frame.

The success of implementing **Child 21** lies in the political will of national and local leaders to achieve the shared vision. In the medium term, the focus of the operationalization efforts for **Child 21** shall be on mainstreaming child rights and child development concerns in national and local development planning. Within this context, there is a need to increase and improve the capacities and capabilities of stakeholders more specially those operating at the local level in development planning for children.

Also in the medium term, the LGUs are expected to lay down the foundation for a sustainable child-friendly movement through relevant policies and ordinances, plans and programmes aimed at fulfilling the country's commitment to CRC. The LGUs must likewise be able to continue to facilitate reforms toward sustainable family lifestyles rich in positive values and the Filipino cultural heritage. The Barangay Councils for the Protection of Children is seen as a major and critical unit in the entire network of stakeholders.

The major government agencies that are expected to provide support in operationalizing **Child 21** include but are not limited to the following: Department of Social Welfare and Development, Department of Education, Culture and Sports, Department of Labor and Employment, Department of Agriculture, Department of Health, Department of Justice, Department of Interior and Local Government, and the National Economic and Development Authority.

Non-government organizations, the business sector, religious groups, civil society and children themselves as part of the broad-based partnership for children are encouraged to participate in the planning, implementation and monitoring of programs for children.

### The *Subabay Bata* Monitoring Framework

The monitoring system for **Child 21** must attempt to translate the country's vision for the Filipino children into concrete, measurable impact indicators within the context of child rights and a continuous life cycle. Aptly termed as the *Subabay Bata Monitoring System*, the ultimate goal of the system is to determine the extent by which the achievement of the goals set are making significant changes in the situation or condition of the Filipino children. The monitoring system must take into serious consideration the structures and systems of monitoring at the level closest to children and their families particularly the community. The system will not be an entirely new system as it will build on existing and current monitoring efforts of government with the Council for the Welfare of Children providing over-all coordination.

Initially, the monitoring system must identify the kind of knowledge and information required in developing plans and programs for children both at the national and local levels. This shall involve an agreement among concerned sectors on common key indicators in the context of a continuous life cycle. It is envisioned that these indicators will be integrated into the National Statistics Office system to facilitate data generation.

Program monitoring shall still be within the bound mandate of concerned implementing agencies, taking into account the vision of **Child 21**. Concerned government agencies and non-government organizations will provide report accomplishments on progress towards **Child 21** goals using indicators earlier mentioned.

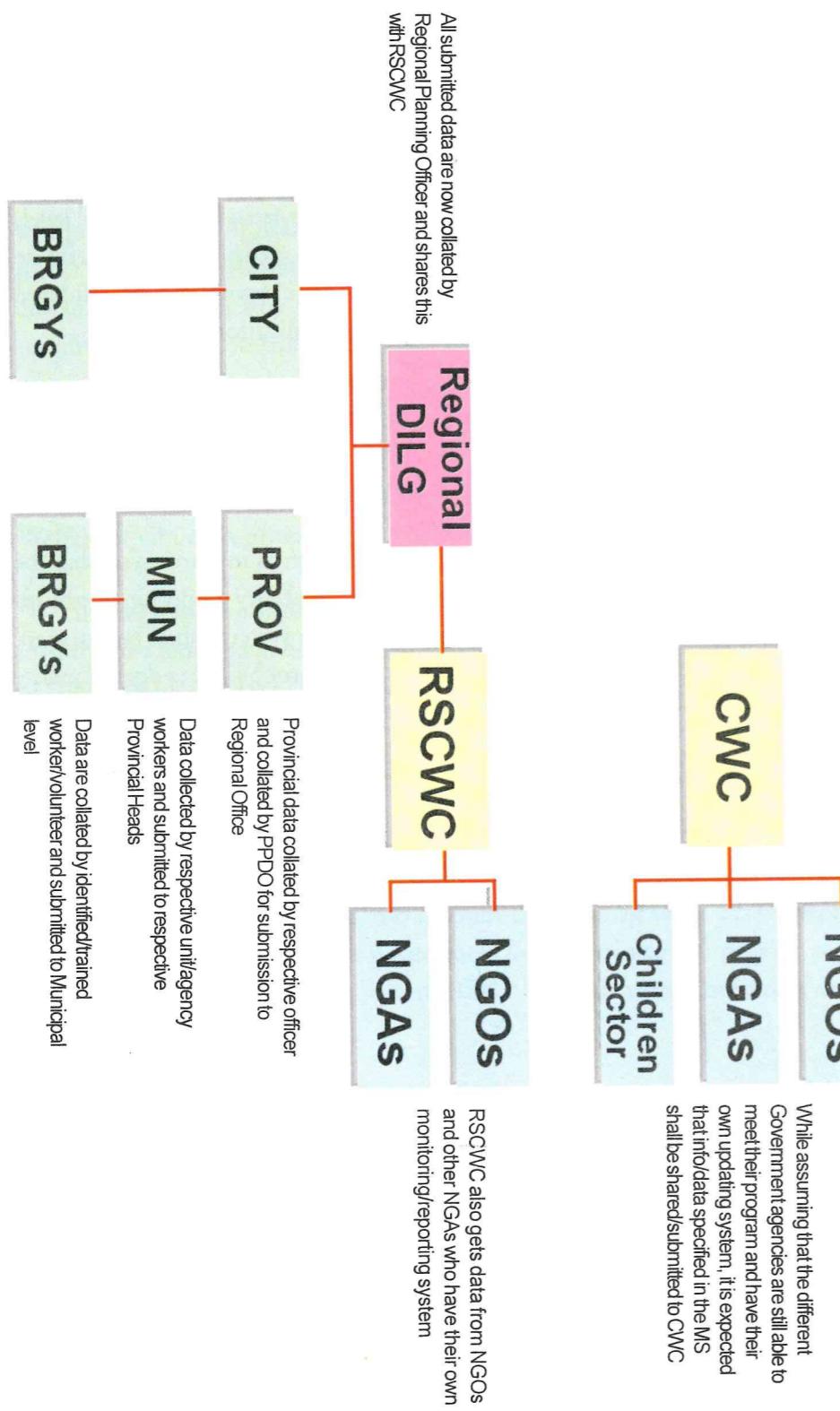
#### **Monitoring System**

- Operationalization of the system will be under the umbrella of CWC which will be responsible for the annual assessment of the implementation of programs and policies on children which are in consonance to **Child 21** and collection of data on the achievement of **Child 21** goals.

- For indicators where baseline data is not existing, baseline data will be generated from inputs of the implementing agencies.
- Standard/unified monitoring forms for both national and local use will be child-based (as opposed to sector-based), and user-friendly at the local levels and useful at the national level shall be developed/utilized to facilitate consolidation of reports on performance. These reports will be validated and analyzed for report presentation and data utilization.
- It is envisioned that communities, particularly the Local Council for the Protection of Children (LCPO) will play a major role in sustaining the child monitoring and policy/program/project evaluation systems.
- Appropriate support systems, information systems in particular, shall be developed and placed at relevant levels. Capability building of groups (specially LGUs) who will run the information systems shall be pursued. NGOs, POs, and children's organizations shall be mobilized to operationalize and maintain the system.
- An annual *Subabay Bata* report will be prepared which will cover the situation of children, programs, impact, issues in implementation as well as recommendations, to guide future actions with regard to strengthening **Child 21** implementation.

## Monitoring Structure

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## Epilogue

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### “A Brave New World”

*Lorrize Mae was born in the heels of economic uncertainty. In July 1997, Asian economies were hard-hit by a financial crisis that was unexpected, quick to spread, and wide-ranging in effects. The Philippines was among those hit by the Asian bug that began in Thailand.*

*Although it is now often touted that the Philippines suffered the least in the crisis, the reason being that it had fewer rungs to fall from in the ladder of economic growth than the erstwhile high-performing tiger economies of Asia, the fact remains that it was hit hard as well.*

*The financial crisis arrested the slow but sure trend towards economic growth of the country. Practically overnight, interest rates shot up and businesses did not know what hit them. Many companies both old and new closed. Many workers were laid off (and continue to be laid off). Inevitably, many families suffered a direct hit. The dominoes fell on government programs as well.*

*Many now believe that the Asian financial crisis illustrates the convergent effects wrought by the quantum leaps and bounds of fast-paced technological advances. Specifically information technology. For the information elite, information that travels in nano-seconds allows them to make decisions within seconds whether to pull out their investments in any one country. The same information technology allows banks to transfer large-sums of money from one country to another, leading to overnight national bankruptcies.*

*That the world is changing has always been a given. That it is changing this fast has caught majority of the planet's inhabitants flat-footed. The impact on social institutions is enormous but still unknown in many respects. Already there are changes in the permutations of social and political institutions. Government boundaries are re-defining themselves in view of the seamless nature of the information traffic. The face and character of business has drastically altered together with the market demands for correspondingly new skills and competencies.*

*As we come face-to-face with the start of a new millennium, we realize that, indeed, these are the end of times – of old times and of an old world order. A new world is emerging. We have traveled in time to a new planet with a new world order. We have landed in 21<sup>st</sup> century Earth - a place and time where Lorrize Mae and future generations of Filipino children will live and thrive. Although vastly different from the world most of us have known, we must do our best to prepare them for this brave new world — physically, mentally, psychologically, emotionally and morally. It is the right of every child.*

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